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ABSTRACT

The report opens with detailed summaries of historical background information for each of the groups involved and with a review of the literature on bias in textbooks in Canada, the United States, and other countries. Over a time span of six months, 211 readers evaluated 1,719 textbooks. Readers located 104 biases in 78 textbooks. The 23 biases against the aged occurred mainly in English primary texts. Bias by omission accounted for most of the 65 findings concerning labor unions; however, strong negative statements about unions constituted most of the other biases. The 16 biases against political minorities were mostly ones of omission. The investigators believed that biases against labor unions could have a strong negative effect on student attitudes. Biases regarding the aged and political minorities, on the other hand, were not considered pronounced enough to negatively affect student attitudes. The investigators recommended objective balanced treatment of minority groups in textbooks, and the formulation of guidelines for textbook evaluation. Seven appendixes include the evaluation instrument; related biases against the French, Indians, other ethnic minorities, and women; suggestions for improving the evaluation instrument; and lists of texts containing bias. (JR)

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BIAS IN TEXTBOOKS REGARDING THE AGED, LABOUR UNIONS, AND POLITICAL MINORITIES

Final Report

to

The Ontario Ministry of Education

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TABLE OF CONTENTS

Chapter		page
	PREFACE	
	INTRODUCTION	1
	ABSTRACT (English and French)	5
I.	HISTORICAL BACKGROUND INFORMATION	12
	1. The Aged	13
	2. The Labour Movement	21
	3. Political Minorities	34
II.	REVIEW OF THE LITERATURE ON BIAS IN TEXTBOOKS	48
	1. Canada	48
	2. United States	55
	3. International Studies	62
III.	DESIGN OF THE STUDY	64
	1. Evaluation Instrument	64
	2. Textbooks and Readers	67
	3. Method of Evaluation	72
IV.	PRESENTATION AND DISCUSSION OF FINDINGS	74
	1. Bias against The Aged	76
	2. Bias against Labour Unions	91
	3. Bias against Political Minorities	112
	4. Analysis of Findings	121
	SUMMARY AND CONCLUSIONS	133
	AFFECT OF BIAS ON STUDENT ATTITUDES	136
	RECOMMENDATIONS	139
	BIBLIOGRAPHY	140
APPENDIX		
1.	Evaluation Instrument	144
2.	Evaluation Contracts for Readers	150
3.	Related Bias	170
4.	Suggestions for Improving the Evaluation Instrument and the Selection of Readers	175
5.	Evaluation Criteria Checklists	177
6.	List of Texts Containing Bias	182
7.	List of Texts Not Evaluated	187

LIST OF TABLES

Table		page
I	Structure of Labour Unions in Canada.....	31
II	Textbooks Listed and Evaluated.....	69
III	Source, Number of Readers and Number of Textbooks Evaluated.....	70
IV	Reader Characteristics.....	71
V	Biased Textbooks by Circular.....	122
VI	Biased Textbooks by Minority Groups.....	123
VII	Number of Biases by Criteria.....	124
VIII	Biased Textbooks by Frequency of Biases.....	126
IX	Biased Textbooks by Date of Publication.....	127
X	Biased Textbooks by Division and Subject Area for Bias Regarding All Three Minority Groups.	129
XI	Biased Textbooks by Division and Subject Area for Bias Regarding the Aged.....	130
XII	Biased Textbooks by Division and Subject Area for Bias Regarding Labour Unions.....	131
XIII	Biased Textbooks by Division and Subject Area for Bias Regarding Political Minorities.....	132

PREFACE

The study on Bias in Textbooks Regarding The Aged, Labour Unions and Political Minorities was authorized and funded by the Ministry of Education, Ontario.

The purpose of this study is (1) to examine all textbooks listed in Circular 14 to determine materials that can be construed as being biased against the Aged, Trade Unions, and Political Minorities, (2) to determine the strength of the materials in affecting the attitudes of students, and (3) to develop criteria and guidelines to be used in evaluating textbooks.

The principal investigator was Patrick Babin, Associate Professor and Chairman of the Curriculum Section, Graduate Studies, University of Ottawa. Robert Knoop of the Graduate Section, Faculty of Education, University of Ottawa, was the research officer.

The authors of this report thank the more than two hundred readers who so conscientiously evaluated the texts. They also wish to thank all those graduate students and assistants who provided valuable background information and who helped locate and review other studies on bias in textbooks. Special thanks is due to Mrs. Vivienne LeMesurier, our secretary, who contributed greatly to all aspects of this report.

INTRODUCTION

To achieve a more thorough knowledge of a culture, learners must immerse themselves in its study from many points of view--from the vantage points of anthropology, social psychology, linguistics, sociology, art, music, and literature--and must become acquainted as fully as possible with the feelings, beliefs and values of a group through involvement with members of the culture, either vicariously through fiction and nonfiction writing or better still, through personal contact and cooperative effort.

It is with the printed word, more specifically the textbooks listed in Circular 14 (1974), that we are concerned in this study. Because our students have limited access to direct experiential contact, although this has improved considerably in the last decade, and because they must rely to a large extent on the printed word, we, as educators, must insist upon the production, selection, and use of the finest textbooks that our writers and artists are capable of creating.

Textbooks are vitally important to learners and their learning--even in Circa 1975, with the advent of multimedia and auxiliary supportive learning materials. Their content either is relevant to the learner's life experiences, or it is not. Their content gives the

learner the feeling that this education is intended for him, or it does not.

Textbooks affect learners and their learning in the way they view themselves and their social groups; in the way they are motivated to work and play and learn and live.

If textbooks are to continue to make a substantial contribution in areas of living and working, then we must insist on making our curriculum, of which textbooks are a part, truly representative of our Canadian culture.

Only rarely have teachers had the opportunity to know well any culture but their own. Under these circumstances, pupils with whom these teachers work are unlikely to understand cultural characteristics in anything more than a superficial way, and herein lies the value of textbooks. The latter, not necessarily expected to be telephone directories of all multicultural issues, should be representative of all Canadians who have played a role in Canadian society and have contributed to the dynamics of its development. The current conflicts and historical interpretation of all groups must be considered in a realistic and factual manner.

We live in a society which echoes such statements as "schools should support rather than alienate," and "pluralism includes but does not exclude--it sustains diversity for the sake of unity."

What do our prescribed textbooks reflect? This question becomes important, especially if we operate under the assumption that the printed word, particularily in approved school textbooks, has great authority for most of us.

A myriad of related questions come to mind. Are controversial issues in our textbooks handled in a balanced fashion? Are positive attitudes reflected by the authors of these books? Has there been a tendency in our prescribed textbooks to stereotype and denigrate the historic and cultural backgrounds of certain groups which constitute our cultural fabric? Are there misleading implications in our textbooks? Distortions? Falsehoods? How widespread is the device of omission as a means of avoiding controversy? Are there objectionable passages in these textbooks?

In an attempt to at least partly answer some of these questions, the Ontario Ministry of Education, in supporting this research, focused on three areas; namely, the aged, labour unionists, and political minorities, in an effort to determine whether these groups were adequately and accurately represented in the books listed in Circular 14 (1974). The query posed was "does bias in these approved textbooks exist relative to the three aforementioned groups?" The feeling among ministerial officials was that if bias did exist, it

should be identified and the public should be made aware of evidence of such bias.

Herein is our report of findings.

ABSTRACT OF

Bias in Textbooks Regarding The Aged, Labour Unions, and Political Minorities

Textbooks listed in Circular 14 and supplements were examined and evaluated to locate biases against the aged, labour unions, and political minorities. Although biases in textbooks have received increased attention in the literature, both in Canada and in the United States, no studies have been undertaken regarding bias against the three minority groups investigated in this report.

Summaries of historical background information for each of the groups and reviews of related studies on bias constituted the basis for a selection of applicable criteria that resulted in the research instrument used in this study, the Evaluation Report on Bias in Textbooks. This evaluation report was given to representatives of labour, politics and the aged for comments and suggestions for improvement.

Over a time span of six months, 211 readers were employed to evaluate 1,719 textbooks, or 97% of all textbooks listed in Circulars 14, 14A and 14B, 1974. An effort was made to appoint readers representing a cross-section of the population: union members, retired persons, students, teachers, housewives, and others. Texts found to contain bias on first reading were reread

by different evaluators.

Readers located 104 biases in 78 textbooks. Of these biases, twenty-three were directed against the aged, sixty-five against labour unions, and sixteen against political minorities. Biases against the aged occurred mainly in English primary texts--as limitations and condescensions of the aged in stories and fairy tales. Generally, textbooks contained few and relatively weak biases against the aged.

Bias by omission accounted for most of the findings concerning labour unions. The history and nature of the labour movement, and mention of material and social benefits unions helped achieve, were rarely stated. On the other hand, negative statements about unions, blaming unions for inflation, slow growth, trouble, strikes, and several other criticisms, constituted most of the other biases. Altogether, biases against labour unions were stronger and more justified than biases against the other two minorities.

Of the few biases found against political minorities, omission--by giving undue stress to parties in power and by mentioning and quoting achievements of leaders of majority parties--accounted for most of the biases. However, biases listed under the heading "political minorities" excluded findings against the French, Indians, other ethnic groups, and women.

These biases were not taken into the statistical account of this study but were given as an appendix, since they were outside the scope of this study and overlapped with recent similar studies.

Biases against labour unions, the investigators believed, could have a strong affect on student attitudes. Neglect to mention unions, their achievements and contributions, while at the same time stressing unfavourable features, could give students a slanted and one-sided view of labour unions. Biases regarding the aged and political minorities, with the exception of bias by omission, were found not pronounced enough to affect student attitudes in a negative way.

The investigators made seven recommendations. In these recommendations, encouragement of an objective, balanced treatment of subject matter was stressed that gives adequate and fair representation to the minority groups investigated in this study, and to those reported in earlier studies. It was also suggested that panels of textbook evaluators be provided with sets of criteria guidelines, partly taken from the present study, that provide for deletion and eventual elimination of biases against minority groups.

RESUME DE

Les préjugés dans les manuels scolaires vis-à-vis des personnes âgées, des syndicats de travail, et des minorités politiques

Les manuels inscrits dans la Circulaire 14 et ses suppléments, furent examinés et évalués afin d'en situer les préjugés à l'égard des personnes âgées, des syndicats de travail, et des minorités politiques. Bien que les préjugés aient été l'objet d'attention accrue dans les manuels, tant au Canada qu'aux Etats-Unis, aucune étude n'avait encore été entreprise sur les préjugés à l'égard des trois groupes minoritaires étudiés dans ce rapport.

Trois résumés de l'information historique de base pour chacun de ces groupes, ainsi que des revues d'études touchant la question des préjugés, constituèrent le point de départ pour le choix des critères servant à l'élaboration de l'instrument de recherche utilisé dans cette étude, le Rapport d'evaluation des préjugés dans les manuels. Ce rapport d'évaluation fut remis à des représentants syndicaux, politiques, ou des personnes âgées pour commentaires et suggestions d'amélioration.

Sur une période de six mois, 211 lecteurs furent embauchés pour évaluer 1,719 manuels, soit 97% de tous les manuels énumérés dans les Circulaires 14, 14A et 14B,

1974. Un effort fut fait pour sélectionner des lecteurs représentant une coupe transversale de la population: membres syndicaux, personnes à la retraite, étudiants, enseignants, ménagères, et autres. Les textes présentant à première lecture des préjugés furent relus par d'autres évaluateurs.

Les lecteurs ont reconnu 104 préjugés dans 78 manuels. De ces préjugés, vingt-trois étaient orientés contre les personnes âgées, soixante-cinq contre les syndicats de travail, et seize contre les minorités politiques. On a trouvé des préjugés défavorables aux personnes âgées, surtout dans les textes élémentaires de langue anglaise, où certaines histoires ou contes de fée mettaient en relief les limites ou les condescendances des personnes âgées. Règle générale, les manuels contiennent peu de préjugés à l'égard des personnes âgées et encore de nature relativement faible.

D'après nos résultats, c'est surtout par omission que l'on se montre préjugé à l'égard des syndicats de travail. L'histoire et la nature des mouvements syndicaux ainsi que l'énoncé des bénéfices matériels ou sociaux découlant des unions sont très rarement mentionnés. D'autre part, la plupart des autres préjugés s'avèrent des énoncés négatifs à l'égard des syndicats, portant les unions responsables de l'inflation, de la lenteur du développement, de troubles, de grèves, ou

d'autres critiques similaires. Dans l'ensemble, les préjugés contre les syndicats de travail sont plus forts et mieux justifiés que les biais contre les deux autres minorités.

En ce qui concerne les quelques préjugés vis-à-vis des minorités politiques, des omissions--en donnant une emphase indue aux partis au pouvoir et en ne mentionnant et citant que les accomplissements des chefs des partis majoritaires--expliquent la plupart des ces biais. Toutefois, les préjugés groupés sous l'égide "minorités politiques" excluent les biais remarqués contre les Français, les Indiens, les autres groupes ethniques, et les femmes. Comme ces préjugés dépassaient le cadre de cette étude et recouvraient des études similaires récentes, ils ne furent pas statistiquement considérés dans l'étude même, mais sont présentés en annexe.

Les instigateurs croient que les préjugés contre les syndicats de travail pourraient grandement influencer les attitudes des étudiants. Négliger de mentionner les unions, leurs accomplissements et leurs contributions, tout en soulignant leurs côtés défavorables pourrait développer, chez nos élèves, une vision biaisée et unidimensionnelle des syndicats de travail. Quant aux préjugés vis-à-vis des personnes âgées et des minorités politiques, exception faite des biais par omission, ils

ne semblent pas suffisamment prononcés pour affecter négativement les attitudes des élèves.

Les instigateurs ont fait sept recommandations dans lesquelles ils préconisent et encouragent un traitement objectif et équilibré de la matière pour en arriver à une représentation adéquate et juste des groupes minoritaires analysés dans cette étude ainsi que de ceux mentionnés dans des études antérieures. On suggère également que les équipes d'évaluateurs de manuels soient pourvues d'un ensemble de critères directeurs, découlant partiellement de la présente étude, afin d'en arriver à la suppression et à l'élimination éventuelle des biais contre les groupes minoritaires.

I. HISTORICAL BACKGROUND INFORMATION

In order to give the reader a short review of historical background information, we prepared a summary of relevant data and facts for each of the three biases investigated. In the first section, the needs, views and images of the aged are looked at; in Section Two, a condensed history of the Canadian trade-union movement is given, including some of the achievements of unions; in the final section, Canada's political minorities, their contributions, and their leaders, are enumerated and discussed.

1. The Aged

In present day studies "the aged" are regarded as persons 65, or even 60, years of age or over, with the age span lengthening to well beyond the century mark. Most recent studies are aware of the fallacy of lumping all the 65's and over into one group and assigning to them the needs and characteristics of the oldest generation. Randall (1966, p. 40) points out the various strata within the group and postulates three divisions; namely, the old, the old old, and the very old old. The evaluation instrument for the examination of the textbooks in Circular 14 to determine bias for or against the aged defines the term as applying to those who have lived long, who are retired or pensioned or are too old to find employment. This definition is sufficiently comprehensive to cover Randall's three "generations".

In the development of criteria and guidelines to be used in the critical examination of the textbooks, attention has been directed to the attitudes toward old age in historical societies and in present day society, to the desirability of a new concept of aging and to some means of achieving it.

No history of the aged is possible. In the content of this report only a brief look at the attitude of

historic societies toward old people is required.

Ancient China is the classic example of a society where honour and reverence were extended to the old in both family and public life. The society of ancient China was a static one in which control was centralized, authoritarian, and concerned with maintaining the status quo. To a lesser degree, the same attitude was found in primitive societies and also in stratified and repetitive societies such as Sparta, the Greek oligarchies and Rome up to the second century B.C. Among the wealthy were many aged men, their property the source of their prestige and power. The Roman Senate was made up of rich landed proprietors.

The history and literature of the western nations reveal little of the conditions of old age up to the nineteenth century except within the privileged classes. There were few old among the workers as conditions of life were not conducive to longevity. Those who survived were dependent on families too poor to support them, on public charity or on monasteries. In some cases they were cared for, in others, cruelly neglected or abandoned in institutions. The Puritan emphasis on profit as a mark of divine favour did not alleviate the harsh fate of the aged poor, nor did the Industrial Revolution with its exploitation of the workers.

Technical progress during the eighteenth and early nineteenth century brought about an expansion of industry, finance and trade and the rise of a new, rich and powerful middle class which honoured the same virtues of strict morality and economic success as had the Puritans. Firms were family undertakings, the eldest member of the family was at the head of the family business. As such he was honoured for his experience, accumulated knowledge and material success. The position of the old of the privileged classes bore no resemblance to that of the aged poor.

With the increase in the urbanization of society in late nineteenth and early twentieth century, the patriarchal family disappeared, and its place was taken by the community.

In present day society there are many indications of a renewed interest in old age and in aging, for example, the Canadian Conference on Aging in Toronto, 1966; the White House Conference on Aging in Washington, 1971; the proliferation of programs and services for the aged sponsored by government agencies, welfare agencies and religious groups; innumerable studies, especially in the United States, on various aspects of aging.

This critical examination of all textbooks authorized for use in the schools of Ontario is indicative of not only an interest in the aged, but also of a

realization of the importance and need of a more favourable image of the elderly. The evaluation instrument is designed to search out examples of neglect, segregation, misrepresentation, discrimination and downgrading in an area where the attitude of the young toward the old would be influenced adversely.

We need to analyze and clearly grasp the attitudes of our society toward the elderly. Simone de Beauvoir, French novelist and philosopher, has written:

> ...Society looks upon old age as a kind of shameful secret that it is unseemly to mention...The purified image of themselves that society offers the aged is that of the white-haired and venerable Sage, rich in experience, planning high above the common state of mankind: if they vary from this, then they fall below it. The counterpart of the first image is that of the old fool, in his dotage, a laughing-stock for children. In any case, either by their virtue, or by their degradation they stand outside humanity. The world, therefore, need feel no scruple in refusing them the minimum of support which is considered necessary for living like a human being. (1972, p. 1,4)

Michel Philibert provides some background explaining the downgrading of the elderly when he states:

> ...As the elderly person loses his dignity as a producer, he also loses some of his 'consumer' resources. In our mercantile society, and with the development of our consumption-oriented civilization, the elderly person, who is already discredited as an inactive member of society, is further discredited as a poor consumer...The basic problem of our culture, our society and our social structures, is not so much the increase in the number of old people, but the fact that this increase is taking place in a society which accepts the downgrading of the elderly as a law of nature instead of

> seeing it as a feature of its own culture ...A society in which the role and image of the aged person are belittled makes the position, not only of the elderly, but of everyone, difficult. (1963, p. 945-6)

Randall states:

> ...The older person has not only the universal decrease in the importance of man to cope with, but also the still dominant social attitude that an individual's personal status declines very rapidly once he is dubbed 'old'. It is a rather tragic truism that he is apt to share this attitude, because through his years he has been brought up to accept it as valid, or because it is rather common to find anyone of us accepting not his own evaluation of self, but that which the family, the working world, or the community imposes upon one. With loss of status, an older person also too often loses the other two 'S's' deemed vital to his stability--security and serenity. (1966, p. 38)

The adverse impact of these unfavourable and negative attitudes upon the lives of the elderly in our society is apparent in the deprivations they endure in terms of income, housing, nutrition, transportation, acceptance, dignity, and self-realization. Canada, along with other countries such as the United States, France and Great Britain, is committed to alleviating the more tangible of these deprivations by means of old age pensions, health insurance, housing assistance, homes for special care and such homemaker services as home nursing and meals-on-wheels. But important as these material services are, the first concern must be to ensure the social status of the elderly. Society is made up of a heterogeneous collection of groups, both

public and private, and of organizations both official and voluntary, as well as an increasing number of individuals now spending as many years in retirement as in childhood; the elderly comprise a substantial and visible proportion of society whose presence and problems cannot be ignored.

What is required is a whole new "image" of the elderly, a rethinking of our concepts of aging and the aged, a rejection of negative stereotypes, an appreciation of their knowledge and experience and the perspective which they can give, a reassessment of the contributions they have made and can still make to our society and culture, an understanding of their capabilities for growth and development, an image of them as first class citizens.

The responsibility for revising the concept of old age rests with every Canadian, the young, the middle-aged and the old. The young need opportunities for meaningful contact with older persons as well as help from parents and teachers in developing positive attitudes toward the aged. Both the young and the middle-aged must be educated to accept the fact that old age is not a vacuum but a normal stage of life which will be what we make it. "We start building our old age on the day we were born." (Guillemette, 1966, p. 62)

The duty and responsibility of educating the

public in this more favourable image of the aged rests with every Canadian educational agency. Whether it be the formal educational system, social welfare agencies, advertising, business, religion, or libraries, each has constructive contributions to make.

School health courses and adult education courses should include information to enable the child or adult to view the process of aging as an integral and natural stage of man's existence.

Economic problems common to young and old will provide high school students with a better understanding and appreciation of the special problems of aging and the need to prepare for them.

Universities and community colleges need to offer courses in gerontology to supplement the present preponderance of courses in child development, adolescence and preparation for marriage. Graduates of these courses will provide professional staff, well-educated in gerontology, to carry out programs for the aged.

To sum up, the following quotation by J. R. Pearman--Professor of Social Welfare, Florida State University, Tallahassee, Florida--has validity not only for the economic welfare of the aged but also for their cultural, emotional and intellectual welfare.

...The welfare of the aged is influenced by the degree of understanding and sympathy of the public and the active involvement of the senior citizen in efforts to improve his economic welfare. Education in a variety of settings can greatly improve services and the use of services designed to promote the economic welfare of the aged. (1971)

2. The Labour Movement

The labour movement is initially concerned with wages paid workers. But, concurrently, trade unions are concerned with human freedom: the right to organize into trade unions; the right to hiring and promotion based on merit and--in the case of advancement--seniority; the right to equal treatment regardless of race, religion or political opinions. In short, the labour movement is vitally interested in the dignity of and respect due a worker as a person--not just the price at which he or she may market individual skills or strength.

A history of any trade union movement is the history of the identification and recognition of the disparity between the cost of living and the wages paid to the worker. A standard and style of living is usually set by those who receive higher wages, and in most societies the people who are receiving higher salaries are usually in the administrative and professional classes who can afford the luxury of labour-saving devices resulting from modern technology. The aspirations of working people in North America match those of the middle classes. The working man first strives to satisfy his basic needs of food, shelter, clothing and sex. Next, he takes stock of his position and looks at what his fellowmen are enjoying and then gears himself

toward attaining those things which would satisfy what is commonly referred to as higher order needs. The Canadian labour movement was rooted in basic concern for daily bread, with little thought for the social role of workers. Some evidence of this is seen in an agreement reached by a group of printers in Quebec City in 1833: "They were quick to give the assurance that they would not strike and they would feel a sense of indebtedness for whatever increases were forthcoming". (Forsey, in Canada Year Book, 1967, p. 773)

Implicit in this statement is a plea to the owners of the print shop to recognize the low standard of living experienced by the workers. Courage was shown by these workers who collaborated to work out the first collective agreement and who were able to persuade their employer to accept it

It is impossible to document extensively and adequately the growth of the Canadian labour movement. Instead, we attempted to highlight certain major events which may have affected the growth of that movement. No attempt is made to impose a value judgement on the events, nor are they presented as being unbiased. For those readers who have a desire to know more about the Canadian labour movement, the appended reading list may prove helpful in directing them to notable and interesting writers who have dealt in greater details with the

history of the labour movement.

Origins and Development

The labour union movement in Canada appears to date back to 1812, when mention is made by Forsey (p. 773) of "...unions of skilled workers in Saint John, New Brunswick, during the War of 1812," although it may have even earlier origins. Its development was slow and painful, and one of the chief reasons for this was that it was illegal to combine for the purpose of controlling or regulating wages. The anti-union Nova Scotia Act of 1816 complained that "great numbers of...Journeymen and Workmen, in the town of Halifax, and other parts of the Province, have, by unlawful Meetings and Combination, endeavoured to regulate the rates of wages and to effectuate illegal purposes." (Forsey, p. 773) Among other reasons for the slow progress of the labour movement was the extreme specialization in agriculture and allied primary industries, the prevalence of domestic production in many fields, the small and scattered population and urban development and the inadequate facilities of transportation and communication. (Jamieson et al., 1973, p. 10)

These impediments to the growth of the trade union movement were slowly removed, but it was not until 1872 that any positive action was taken to legalize

trade unions. This came about as a result of the Toronto printers' strike against The Globe, owned by George Brown, the Liberal leader. The printers (Local 91 of the Typographical Union) struck for a nine-hour day, and the immediate result of the strike was the arrest of thirteen of their leaders.

The charges against the thirteen men were dropped when Sir John A. Macdonald amended the Trade Union Law in accordance with amendments already adopted by the British Parliament. This legislation was regarded as the first major step in the development of the labour movement. From here onward, the trade unions passed through many crises; some unions were able to live through their dilemmas while others just collapsed.

Prior to 1872, many labour unions were scattered mainly throughout Ontario, Quebec and the Maritimes. They were purely local unions except for the Amalgamated Society of Engineers, a British union that established its first Canadian branch in Montreal in 1853, a second in Hamilton in 1857, and two more in Toronto and Brantford in 1859. (Forsey, p. 774)

It appears that the first organized trade union was the Shoemakers' union in Quebec City (1827) followed by the Printers' union in York in 1836. Other groups that were quick to organize into unions, in addition to printers and shoemakers, were carpenters, stone-cutters,

cabinet-makers, blacksmiths, foundrymen, hammermen, painters, tailors, seamen, shipwrights, caulkers, masons, millers, longshoremen, sailsmen and moulders. These were followed by the railway unions (1864-1885), as Canadian railroads expanded from coast to coast.

The Canadian railroads were quite influential in the development of the trade union movement, especially of international unionism. One writer attributed two factors to lead to the formation of international unions in Canada: (1) the movement of workers back and forth across the border between Canada and the United States led to the informal association of the unions and then to formal affiliation of Canadian and American locals; (2) the difficulties Canadian railroad workers encountered in getting union recognition from railroad management (which operated from both sides of the border) led them to seek assistance from their American counterparts who had fought many a bitter battle on their own account. (Lazarus, et al., 1972, p. 3)

Jamieson (p. 12) claimed that unionism developed more rapidly during the 1850's to the early 1870's and attributed this growth to British and American influences--leadership came from American unionists and from skilled workers from Britain who had previous union experiences. The growth that took place was mainly the formation of local unions representing various trade and labour

groups, and for many years, even in the same city or town, these locals had very little or nothing to do with each other, existing almost in isolation.

It was not until 1863 that several Hamilton unions formed a Central Trades Union or Trades Assembly, a body made up of delegates from the constituent unions. The association lasted until 1875. This attempt to combine was closely followed by the Toronto Trades Assembly in 1871. In 1873, thirty locals from eight Ontario towns came together to form the Canadian Labour Union which, because of the serious depression of the mid '70's, was unable to survive after 1877. Around 1869, in the United States, the Noble Order of the Knights of Labor was organizing for the first effective American labor congress which was later transplanted to Canada where it successfully took root. By the end of the 1880's, this union procured a total membership of over sixteen thousand, from some two hundred-fifty locals and seven district assemblies.

Around this time (1883), too, the Toronto Trades and Labour Council (formerly the Toronto Trades Assembly) made a new attempt to establish an overall Canadian labour federation, but this too was short-lived. In 1886, the name was changed to Trades and Labor Congress of Canada and this name was maintained until the big merger between the Trades and Labor Congress and the

Canadian Federation of Labour. It is of interest, too, to note the parallel development of the United States labour movement. In 1886, also the American Federation of Labor was established. It is not being suggested here that the American pattern followed the Canadian, or vice versa, but rather that there was a close similarity in the patterns of development in both countries.

Up to the middle of the twentieth century two dominant and opposing trade union movements in Canada existed: the Trades and Labor Congress which started somewhere around 1886, and the Canadian Federation of Labour, formed about 1902. In 1956, these two bodies worked out a merger, which could be considered a sort of "re-union" since the Canadian Federation of Labour was formed when the Trades and Labor Congress was forced to expel certain members who competed with its affiliates.

The largest group expelled from the Trades and Labor Congress was the Knights of Labor. Together, with a number of dissident Canadian locals, the Knights of Labor formed the National Trades and Labor Congress in 1902. In 1908, this name was changed to the Canadian Federation of Labour. This group was joined by the Provincial Workmen's Association of Nova Scotia.

Labour Movement in Quebec

Any history of Canada's labour movement would be incomplete if some mention were not made of the labour organizations in the Province of Quebec. The labour movement in Quebec occupies a unique position in the history of the development of trade unions in North America. It grew out of, and reflected the deep belief and ideology of its people and its Church, in this instance, the Roman Catholic Church. Formerly, the trade union in Quebec was called Confédération des Travailleurs catholiques du Canada (Canadian and Catholic Confederation of Labour), but at its 1960 convention, the name was changed to Confédération des Syndicats Nationaux, or, translated into English, the Confederation of National Trade Unions.

The Confédération des Travailleurs catholiques du Canada began as a movement consciously organized and controlled by the Roman Catholic clergy in Quebec. Jamieson (p. 35) indicated that the motive for this was to keep the French-Canadian workers French in language and Catholic in religion to prevent them from becoming absorbed into "alien" and "secular" trade unions controlled by English-speaking Canadian or American elements. However, the labour movement in Quebec developed mostly in isolation of other counterparts in North America. (see Dumas, 1971)

The beginnings of the Confédération des Travail-

leurs du Canada can be dated somewhere around the beginning of the twentieth century. A number of French-speaking unions sprang up between 1900 and 1918. In 1918, a movement toward a federation of various Catholic unions was attempted. This resulted in the formation of the National Central Trades Council in Quebec City. At subsequent annual meetings, efforts were directed toward creating a province-wide federation of Catholic French-speaking unions.

This aim was achieved in 1921 and the federation established was named Confédération des Travailleurs catholiques du Canada. Like its Canadian counterparts, the Trades and Labor Congress and the Canadian Congress of Labour, the Confédération des Travailleurs catholiques du Canada went through similar cycles of growth--a rise and fall pattern. It experienced a brief period of expansion after its formation but the depression in the thirties effected a decline and a subsequent stagnation. Internal rifts, conflicts and crises were not uncommon but the Confédération des Travailleurs catholiques du Canada withstood them all. The only notable change came in 1960 when it dropped its last vestiges of identification with the Roman Catholic Church and assumed its new name, Confederation of National Trade Unions (Confédération des Syndicats Nationaux).

The Structure of Labour in Canada

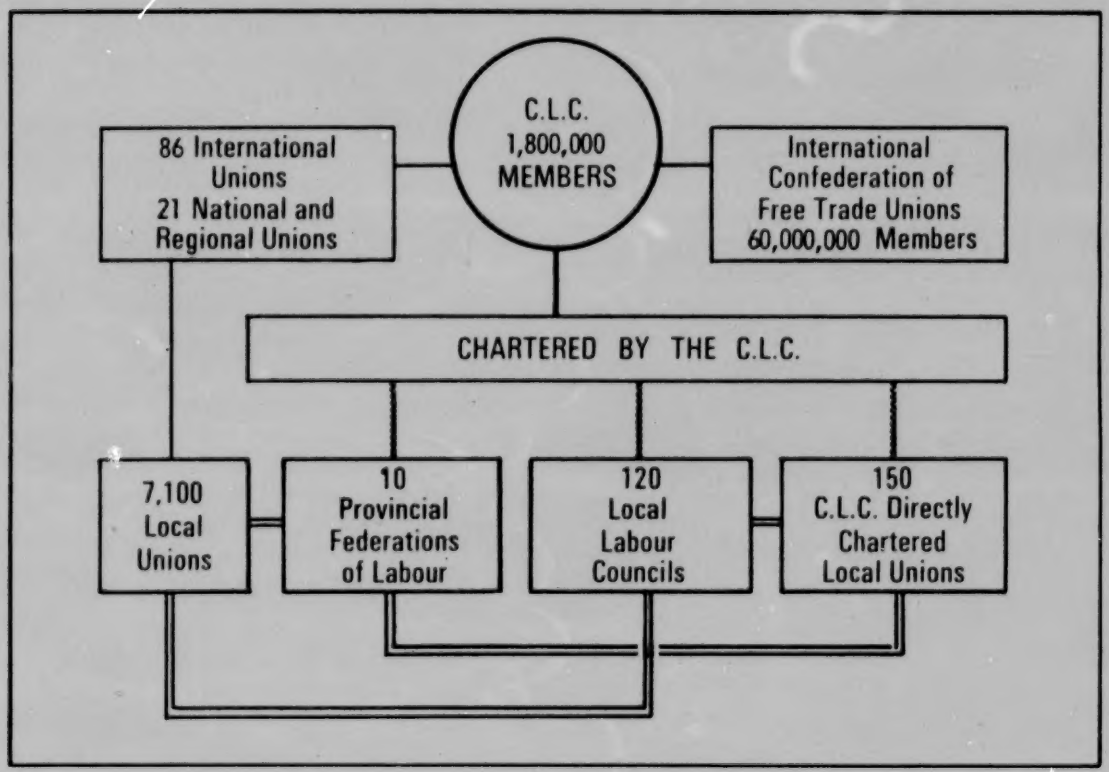
In order to conceptualize the current structure of labour in Canada, one would have to think of the governmental structure across the country. The Canadian Labour Congress is structured very much the same way. On one level is the federal counterpart represented by the Canadian Labour Congress established through a merger in 1956. On the other levels are provincial bodies along with the district organizations.

The Canadian Labour Congress has a membership of about 1,900,000. In addition, this group is affiliated with the International Federation of Free Trade Unions which has a membership of about 60,000,000. On the Canadian scene, membership is drawn from eighty-six international unions and twenty-one national and regional unions. In all, there are about 7,100 local unions. The structure is represented in the table that follows. (Source: Canadian Labour Congress)

The Canadian Labour Congress is a parent body, a "union of unions". Conventions are held every second year to determine policy and other related matters. The conventions are attended by over 2,002 delegates representing every local union; they deal with a wide range of subjects which are eventually presented to the Prime Minister and his cabinet in Ottawa. The subjects covered in one session included, for example, the eco-

Table I

Structure of the Canadian Labour Congress



nomic situation, wage and price guidelines, regional economic development, housing, various forms of social legislation, adjustment to automation, bilingualism, air and water pollution, immigration, broadcasting, consumer affairs, the plight of the Indians, Eskimos, and Métis, and international affairs. (Forsey, p. 779)

In addition to policy formation, the convention also performs the important task of electing officers who are to guide the Congress for the next two years. The provincial federations of local labour councils operate very much the same way, paying particular attention to events and conditions that may affect the workers in a provincial and municipal setting.

Eugene Forsey summed up the position of the labour movement in the following way:

> ...Canadian unions can look back on a record of impressive achievement...unions are fully legal, with collective bargaining (long fiercely resisted) legally compulsory. They are many, big and strong; they cover every province, almost every city and town; they have local, provincial and national federations which enable them to speak with one voice to government. They are important social institutions, accepted even by those who like them least. They take an active and leading part in all manner of activities, whether governmental or private. They are consulted, listened to, represented on boards and committees of almost every kind. Their members generally work 40 hours a week or less, for wages that are among the highest in the world, and under reasonably good conditions. And it is largely union effort that has won, not only for the union members but for hundred of thousands of people never even

eligible for membership, a substantial measure of social security in unemployment, illness, disability or other adversity. (p. 781)

3. Political Minorities

For the purposes of this study, a political minority will be defined as any organized group representing some minority segment of the Canadian population, possessing a set of rationally defined policies and goals which it attempts to achieve through participation on a legitimate basis in the existing Canadian political process. This definition would include, in practical terms, all those minority political parties operating in federal and provincial politics in Canada. If the phrase "Canadian political process" is taken in its broadest sense, this definition would also include all those less formally organized political groups, organized on the basis of religious affiliation, ethnic background, race or sex and participating as minority interests or pressure groups in the formation of Canadian public policy. However, the focus of this study will be on recognized political party organizations rather than on these groups, since the party organizations have been more prominent in Canadian history and have had a longer record of participation in Canadian life, making them more likely candidates for bias of some form. Yet, because these groups were implied in the evaluation sheets distributed to textbook evaluators, a special section of the report relative to political minorities

is included which focuses on these "other" groups.

Minority parties in Canada can be found both on the federal and the local provincial level. At the federal level, the most consistently successful minority parties have been the CCF/NDP and the Social Credit party. Since their formation in 1932 and 1935, respectively, these parties have been able to obtain parliamentary seats in every election testifying to the importance of their positions as representatives of a definite minority opinion. Because they have been electorally successful and have at various times played a crucial role in government, these minority parties are the ones most likely to be mentioned or omitted in school textbooks and the ones most likely to suffer from biased treatment. There have been various minority movements in federal politics throughout Canadian history (the Canada First Movement, the Patrons of Industry, the Progressive party) which should also be mentioned as having played a certain role in the development of public policy.

At the provincial level, the minority parties of the greatest significance are offshoots of the federal minorities, the NDP and Social Credit, except in the province of Quebec where successful minority parties such as the Parti Québeçois have been formed on the basis of French-Canadian separation. In the Western

provinces and in Ontario, the NDP and Social Credit party have been powerful political forces which could not be omitted in any objective account of those provinces' politics. In Quebec, the Parti Québeçois and the Union Nationale must both be mentioned along with the Ralliement des Créditistes. In the Maritimes, majority parties have retained enough popular support to preclude any significant participation by the minority parties in provincial politics.

What follows is a brief historical background of some of the most prominent political parties in Canada from Confederation to the present.

a. Canada First Movement (First Nationalist party):

- Organized as non-political patriotic movement around 1867. Did not become political party until 1874.

- Creation of Canadian National Association (political arm of Canada First) on January 6, 1974.

- Party platform: combined a number of concrete proposals for reform with two broad plans on political and fiscal policy: call for British connection, consolidation of the Empire and a voice in treaties affecting Canada; also called for a tariff to protect native industry. Both planks ambiguous--uncertainty in minds of party leaders as to whether a Federation of the Empire or complete independence for Canada was more desirable.

- Party was attacked by both Tories and Grits, disappeared within two years of its formation.

In denouncing the evils of partisanship while adding a third party to the two already existing, the Canada First group publicly revealed an internal schism concerning means and, at the same time, exposed themselves to the charge of being false to their own proclaimed convictions.

- Significance of movement, in spite of failure: It influenced the future course of both major parties--the Liberal attacks on Canada First idealism revealed the Liberals to be a party "unprogressive and hostile to new ideas" in the minds of some and this helped defeat them in 1878.

Conservatives used Canada First's fiscal policy plank in the formation of their national policy.

Liberals used nationalist spirit of Canada First to transform themselves into a more nationalistic party.

b. <u>The Patrons of Industry</u> (First Agrarian party):

- Began in Michigan in 1887--agrarian organization encouraging rural class consciousness through organized social activities, promoting farmers' economic interests through promotion of cooperative buying and of farmer-owned plants for manufacture of basic agricultural commodities.

- In 1891, formation of Ontario Organization of Patrons of Industry.

- By 1894, membership of 50,000 in Ontario and Quebec; movement was not successful in Maritimes but was in the West.

- By 1895, Western membership was approximately 5,000.

- Was active in politics from the beginning.

- In 1894, Ontario group participated in provincial election and elected 17 members.

- Not much success in West--federal election of 1896 contested by Patrons mainly in Ontario but only 3 elected.

- Patrons sought purity of administration, rigid economy, a reduced national establishment and the drawing of a sharp line between public policy and private interests, policies which did not hold general appeal.

- The instinctive preference of the Patrons for the Liberal party was the most important factor in reducing the Patrons' political effectiveness; party collapsed around 1900.

- During the first decade of the twentieth century, the agricultural community and the nation as a whole expanded and prospered in unprecedented fashion. Amid the general atmosphere of optimism and well being, the grievances and tensions which had produced the Patrons

of Industry were temporarily forgotten.

c. The Nationalist Movement and the Autonomist party (Second Nationalist party; descendant of Canada First party):

- Movement launched in 1903, led by Henri Bourassa.

- French-Canadian reaction to Canada's participation in Boer War and general nationalist sentiment among French Canadians (anti-Empire) produced movement.

- Formal program of movement combined broad Canadian nationalism espoused by Henri Bourassa with the traditional Canadian nationalism of provincial autonomy and minority rights. Movement had significant influence on Liberal party which attempted to assimilate it.

- Unfortunately, political controversy over position of French Catholic minority in Canada developed in 1905 over separate schools issue.

- From 1905 to 1909, Nationalists became completely estranged from Liberals.

- Autonomist party formed in 1910 out of an alliance between French-Canadian Conservatives and Nationalists.

- Contested federal election of 1911 - condemned Imperialist policies of both major parties and urged the election of men of honour who would support the principles of autonomy.

- The Autonomist party was essentially an outgrowth of the Nationalist movement and Henri Bourassa, the

Nationalist leader, had always favoured a policy of political independence rather than party activity; the party therefore supported any Liberal or Conservative candidate who was anti-Imperialist.

- In the end, the Autonomists gained 16 seats for themselves in 1911.

- The party became absorbed into the Conservative party in 1912, although the movement lived on until after World War I.

- Henri Bourassa attempted to open the way of nationalism. Because the majority of English Canadians identified nationalism with imperialism, however, his efforts produced only a sectional and a racial response. Autonomist party was too limited in appeal to be successful.

d. The Progressive party (Second Agrarian and Labour party; descendant of Patrons of Industry):

- Although concerned exclusively with political action, the Progressive party developed out of, and in conjunction with, a group of agrarian, class organizations which were dedicated to the service of the Canadian farmer.

- In the provincial politics of Alberta, Saskatchewan and Manitoba during the 1920's, the influence of the Progressives was decisive. With bases in both east and west, the national Progressive party won what

amounted to a balance of power in two successive national elections during the same period.

- The similarity between the national program of the Progressive party and the national program of the Liberal party combined with a controversy within the Progressive movement concerning the very principle of class political action to undermine the Progressive party after it had achieved a measure of national power.

- Progressive party organized by farmers in 1920, as a result of farmers' discontent with tariff policy and distrust of major parties.

- Great success achieved in election of 1921 but failure in 1925.

- Party's support became concentrated in the West.

- The Progressives of 1925 were little more than a disunited and sectional protest party as a result of controversy over their methods; traditional political party organization against class-based non-partisan group government.

- The dissolution of Parliament in 1926 marked the effective end of Progressivism both as a formally organized political party and as a dynamic movement for political reform.

- The farmers' provincial organizations had provided the real foundation of the Progressive movement and the strength of these organizations had been depleted

in disputes concerning their proper role in provincial politics. The membership was becoming disillusioned with political activity and preoccupied with economic problems and experiments.

Progressivism suffered from a basic dilemma of minor parties: it was in the first place a movement of reform, a demand by the disgruntled but essentially conservative farmer for a greater share in the determination of Canadian economic policy and a larger voice in the conduct of Canadian party politics. At the same time it was a movement of revolt, a demand by the disillusioned and more radical farmer for fundamental changes in the economic system and a complete rejection of the conventions of partyism and parliamentary democracy.

- Significance of party: it released, in the Prairie provinces especially, a sturdy spirit of political independence, leading to the development of new minor parties.

e. <u>The Cooperative Commonwealth Federation</u>:

- The CCF party was a logical heir to the political insurgency which had swept through western Canada during the 1920's. But it was different from the Progressive party in being from the first a party which attempted to unite the agricultural and labouring classes for political action and which advocated fundamental change in Canada's political economy.

- The CCF was established 1932.

- The cooperation of class groups in political action to the ultimate end of establishing a commonwealth based on cooperative principles was the guiding principle of the CCF.

- Initially, CCF achieved electoral success through attraction of a protest vote arising out of events of the Great Depression and disaffection with major parties.

- By 1940, most of CCF support was coming from the West. However, CCF did not remain a strictly agrarian or labour party but was gradually transformed into a political party modelled along traditional lines.

Program also changed, from doctrinaire program of democratic socialism in the early 1930's to more moderate social reformism. The decreased emphasis on a socialistic ideology meant that the party could also serve as a vehicle for the Canadian democrat who was not a socialist.

After the war as people began to turn their attention increasingly to the problem of post-war reconstruction, the attractiveness of choosing a CCF government to carry out this process of reconstruction became more appealing.

In 1944, they came to power in Saskatchewan.

The next year, 1945, saw the CCF's greatest electoral success by gaining 16 percent of the popular vote and electing 28 members of parliament.

From 1945 on, the liberal aspects of the party's ideology waxed while its electoral strength on the whole waned.

The CCF was overtaken by the major parties in 1958, and the crushing defeat which it suffered in 1958 was clear proof that the party had outlived its usefulness; a new movement arose soon after the defeat to effect a fundamental political realignment through the creation of a broadly-based people's political movement embracing the CCF, the labour movement, farm organizations, professional people and other liberally minded persons interested in basic social reform and reconstruction through our parliamentary system of government.

f. National Democratic party:

- Formed in 1961 by farmers, labourers and socialists. In its first two elections in 1962 and 1963, the NDP increased its share of the popular vote first to 13 percent and then to 14 percent, winning 19 and 17 seats respectively.

In 1972, it won 31 seats, its highest total ever but still only 18 percent of the vote.

Today the party continues to be an effective minority voice in federal government although its seats have been once more cut in number as a result of the 1974 election.

g. The Communist party of Canada (Founded in 1921):

- Has never wielded power or fundamentally affected the order or pattern of Canadian development.

Fundamentally, the Canadian party's failure to move the Canadian masses must be attributed to Marxist ideology which, based as it is upon class relationships, proved to be an ineffective tool. However, no study of the 1920's and 1930's is complete without taking into consideration the persistent political nagging of the extreme left. Similarly, no account of the part played in the development of Canada by the ethnic groups that came to it can ignore the Communist movement in the Dominion.

h. Social Credit party (First founded in 1935 in Alberta):

- Social Credit theory was remarkably well suited as the basis for a protest movement; effects of the depression had been disastrous on Alberta farmers. Social Credit doctrine as propounded by the party leader, William Aberhard, led the party to victory in Alberta in 1935 both on provincial and on federal levels. The provincial party held power in Alberta until defeated in 1971 by the Conservatives.

The federal party has not been so powerful.

Its history has been caught up with the history of Social Credit in Quebec.

The key to Social Credit (federal) strength is Réal Caouette and the source of his support is rural Quebec.

Caouette founded the Ralliement des Créditistes in 1958 in Quebec and two years later joined forces with the national Social Credit party. Under the strain of internal dissension, the party split up in 1963 with Caouette leading most of his Quebec colleagues out of the Social Credit Party to sit in the Commons as the Ralliement des Créditistes. This became the Social Credit party of Canada in 1970. Caouette made concerted efforts to establish himself on a national basis but his real significance lies in his status as official opposition to the Liberals in Quebec.

Over the years, in the spectrum of political ideologies, Social Credit can be said to have moved from a kind of right-wing populism to a more orthodox conservatism.

The Social Credit party in B.C. came to power in 1952 after years of Liberal-Conservative-CCF fighting. Social Credit in its turn was upset by the NDP in Saskatchewan. Liberals ruled until replaced by CCF in 1944; Conservatives now form the government.

In Manitoba, Liberals and Conservatives ruled until 1969 when the NDP took over.

The most constant characteristic of provincial party politics in Quebec has been the two-party system. It has always been either Liberals and Conservatives or Liberals and the Union Nationale, which was formed in 1936 from an alliance between the Conservatives and a dissident wing of the Liberal party.

For about 60 years, from the end of the nineteenth century to the late 1950's, the party system of Quebec was relatively stable in spite of the creation of the Union Nationale in 1936 and the accompanying disappearance of the Conservatives.

The Parti Québeçois was created at the end of 1968 and became a unified separatist party under the leadership of René Levesque, a dissident Liberal.

The Ralliement Créditiste decided in 1969 to enter provincial politics.

The Maritime provinces stick to the traditional majority parties for the most part and minority parties have had little success there.

LITERATURE ON BIAS IN TEXTBOOKS

The following short review of the literature on bias in textbooks puts this present study into perspective and gives the reader a brief orientation of studies undertaken in Canada, in the United States, and in other countries.

1. Canada

The first serious jolt to Canadian complacency toward textbook bias resulted from a 1965 study by Lopatka. The publication World Affairs was widely used in Alberta social studies classrooms as an impartial Canadian journal of current affairs. Lopatka found an interesting resemblance between the point of view and choice of topics of World Affairs and Time magazine.

Although concerned primarily with the broader issue of social studies teaching, The National History Project (Hodgetts, 1968) found evidence of bias in both texts and in teaching. Hodgetts reported that textbooks in 1966 reflected the interests and concerns of the 1920's and were lacking in contemporary meaning for the student. The project team was highly critical of the teaching methods employed, which would aggravate any textbook bias rather than nullify it. Hodgetts also reported on various criticisms of textbook bias made

between 1943 and 1967. Most of the bias discussed is related to French-English interpretations of Canadian history.

Hendricks (1968) examined forty-eight trade books in the social studies for reference to French Canadians. In the thirty-two books that made some reference to French Canadians, he found that certain categories of description received more attention than others. Categories related to work and culture received more attention than categories related to recreationally-oriented pursuits. Hendricks was not looking for bias particularily, but he found a very definite tendency for references to Indians to be negative. As a result, he suggested that studying only one cultural or ethnic group was too limiting. Studying more than one was necessary to obtain a perspective of what might be a rather subjective endeavour.

A similar negative bias against Indians in text-books was found in a study sponsored by the Port Credit Women's Club (Vandenburg, 1968). While not academically sophisticated, the study is valuable as a model of a kind of study most applicable to curriculum or text-selection committees.

Fowler and Moore (1971) examined fifty-one social studies texts and found extensive bias against Indians. They found Indians to be stereotyped as

savage barbarians; as exotic, different people; or as innocent, childlike people. But instead of arguing for bias-free texts, they suggested that:

> ...books identified as potentially reinforcing of existing stereotypes should be withdrawn from recommended lists is not necessarily in the best of interests of either Indian or non-Indian pupils. Clearly there is a case for more and better books related to Indians but with stereotyping so prevalent in all the media the most effective teacher may be the one who uses these books in such a way that pupils learn to identify and reject the stereotypes in these books and, with training, in the media as a whole. (p. 30)

In 1974, the Manitoba Indian Brotherhood published a study of bias against Indians in textbooks. The Brotherhood examined all the materials approved for use by grades 4, 5 and 6 in the schools of Manitoba. Native content was scarce in the books for grades 4 and 5 but extensive in grade 6. The study is unique for two reasons. First, the examiners used the Content Analysis technique developed by Pratt (1972). This technique grew out of the study by McDiarmid and Pratt (1971). It involves rating adjectives used with the nouns under examination, (i.e. Indians), as positive or negative. The final rating is expressed as a percentage of positive adjectives to total adjectives used. Any score less than 50 percent is considered negative.

Secondly, the Manitoba study is unique for the manner in which it deals with bias in texts. Instead of merely identifying the biased sections, the authors

suggest an amended version. The amendments are often taken from other texts which supports the argument advanced by Miller (1948) that contributions by cultural groups have been documented but not collected into a form usable by educators.

It is also curious that this contribution to improvement of textbooks was made, not through the initiative of educators and scholars, but through the initiative of a lay body, albeit one with a vested interest.

The study Textbook Analysis Nova Scotia (1974) also had a unique approach. A group of Indian and black students spent two years evaluating approximately fifty-two texts. They used the Evaluation Assertion Analysis Instrument developed by Osgood, Saporta and Nunnally (1956) to identify pejorative words and phrases. For analysis, their findings were presented in a graphical form. At the end of 1972, the research team decided that weaknesses existed in their study that could be corrected. Thus in 1973, a large number of the books were reexamined as well as those not yet studied, according to a 6-point rating-criterion (p. 9). In addition, the rater wrote a comprehensive report on each book.

The research team then decided that much of the bias they found could be neutralized by good teaching.

They therefore turned their attention to administrators and teachers. As a result of interviews, the research team concluded that a need existed for a realignment of sympathies to minorities. They suggested that what is needed is an attitude of true equality. An attitude of special treatment for minorities is not, in their opinion, necessary--merely an equality that allows each child to reach its own potential regardless of background and resources.

The team also reported that much of the material was slanted to WASP values, so that the needs of many students, not just of minority groups, were not being met. They concluded that it was the teacher's job to fight prejudice.

The study by McDiarmid and Pratt (1971) undertaken for the Ontario Human Rights Commission is important for a variety of reasons, but mostly because of the measuring instruments developed. All but one of the studies previously cited have relied largely on subjective judgements of raters. While the reliability of any particular study was found to be high, comparisons were difficult or impossible. In addition, as blatant bias was gradually eliminated, latent bias became more difficult to detect. Using the techniques of Communications Content Analysis developed during World War II, Osgood, Saporta and Nunnally (1956) produced the

Evaluative Assertion Analysis Instrument to detect and describe attitudes in written materials. This instrument was used for the actual study, but certain deficiencies led Pratt to refine the instrument.

McDiarmid and Pratt examined all 143 social studies textbooks approved for Ontario schools that were in print. They found that Christians and Jews were generally well treated by the authors but Negroes and Indians were not. In the latter case, several kinds of bias were evident. Most commonly, the author presented naive stereotypes of the Negro and the Indian. Another kind of bias occurred in pictures. For example, white people were most often represented as professionals and skilled workers, while Negroes and Indians were portrayed as hunters or labourers.

McDiarmid and Pratt identified forty-two critical issues that related to treatment of minorities. These were ranked by authorities on Canadian studies and eleven issues were selected as being important enough to warrant inclusion in textbooks at some level; issues related to such topics as treatment of French Canadians, and British rule in Ireland. They found that while the French Canadian issues were generally dealt with fairly, eight of the eleven issues were scarcely mentioned or poorly handled by the author.

As mentioned previously, the evaluation instru-

ment used in the above study was found to be deficient. Pratt (1969, 1972) undertook to refine the instrument. The final version, Evaluation Coefficient (ECO) Analysis, was used by the Manitoba Indian Brotherhood and has been described in connection with that study. In 1969, Pratt examined sixty-nine history texts approved for grades 5 to 12 in Ontario, using his Evaluative Assertion Rating System (EARS). Unlike his later, simpler ECO analysis, EARS had three components: number of subjects (one, all, some); strength of verb (weak, moderate, strong); evaluative direction and intensity of complement (positive or negative; weak, moderate, strong). The textbooks were examined for their treatment of content, direction and intensity of description of French Canadians, Arabs, Negroes and Indians. Truth, completeness and objectivity were not considered as part of the study.

French Canadians, he found, were given a favourable stereotype. Arabs were treated with great variability, but the overall tendency was negative. The treatment of Indians and Negroes was definitely negative. He recommended that textbook authors be made aware of their own biases. Like many authors previously cited, Pratt suggested that a more balanced treatment of minorities could be obtained if teachers used more supplementary materials.

Pratt's review of the literature is perhaps one of the most comprehensive and complete summaries in print of bias in textbooks. As a result of his deep and extensive research, he observed that the highly visible groups are most often studied. In Canada these would be Americans, English Canadians, French Canadians and Indians. He recommended that more attention be paid to political minorities, social classes, and ethnic groups.

2. United States

Studies conducted in the United States have shown that bias in books has an affect on the values and attitudes of the reader (Fisher, 1968). To support this contention from the opposite point of view, one can refer to Gray (1953) who found that personal acquaintance with at least five subjects of another race or creed reduced the prejudice against that race or creed.

Elkin (1965) remarked that discrimination and bias in textbooks is now new, but that the organized resentment against the bias is new. He observed that the 1949 report of the American Council on Education, on bias in textbooks, is essentially the same as the NAACP report of 1962. There is a marked similarity to the findings of Hodgetts (1968) in Canada. Reports of bias in Canadian textbooks in 1943, 1945, and 1964, had made no impact by 1967. Both Elkin and Hodgetts noted,

however, that the use of multiple references by the teacher would have tended to nullify the effect of the bias considerably. This comment is repeated many times.

A comparative study of British and American textbooks (Billington, 1966) found that nationalistic bias was still present in the texts but in a more subtle, and therefore, more dangerous manner. The study groups chastised the authors of the texts for bias by inertia; that is, the authors had failed to keep abreast of historical research. The most blatant bias was found in texts which had been printed several years ago and had been reprinted, sometimes more than once, without the author or publisher making a serious effort to update the work.

The controversial nature of bias is well demonstrated by two groups of historians who challenged the Billington study. Morgan (1966) charged that the study groups were themselves biased and were using outdated, inaccurate information. Fitch and Van Ness (1966) challenged the study group's assertion that poor preparation of social studies teachers emphasized the problem of bias. Poor teachers, it was argued, cannot do a good job of selecting instructional materials. The British teachers were better trained, which resulted in less biased materials being used. An important factor was overlooked, or unknown, to both groups which could account for the difference. Since 1950, British texts,

in contrast to American, have been subject to international scrutiny.

When a person, particularily a child, is confronted with a task that clashes with the child's normal behavioural style, a traumatic impact is made on its psyche. This effect, called dissonance, is discussed at length by Drake (1973). She described the possible alterations in behaviour that can result when a child is continually confronted with a textbook image of its race or ethnic culture that is at variance with the child's own concept of itself and its culture. The results of this culture conflict, described by Drake, are: (1) the child rejects its culture and heritage; (2) the child rejects the school and authority; (3) the child turns off and tunes out. Drake argued that teachers need to be "culturally-alert"--to detect when a student is suffering from dissonance--and to know what steps to take to correct the situation, including overcoming personal and textbook bias.

The present movement to improve the status of women in society is well known. The fact that bias against women has been found in textbooks is not surprising. Trecker (1971) reported a study in which more than a dozen history textbooks were analyzed for bias. The study found that the chief source of bias was that by omission. The author asked, "should the Klu Klux Klan

receive reams of documentary material and women suffrage none?" and "Are the lengths of skirts significant enough to dwarf other information about women?" (p. 260) Such questions are not only pertinent, but representative of the kind of questions that could be asked about the treatment in books accorded any minority group.

The subtle and insidious nature of bias is highlighted by the work of Green (1972) who found bias in the construction of tests. Of two sources of bias, the first is relatively obvious: the bias of the writer naturally intrudes on the phraseology of the items. In order to counteract this, the test is field-tested on a model group. As a result of the field-testing, the test items are evaluated and rewritten as necessary. Also, as a result of the field-test, the test items become biased in favour of, not against, the model group on which the items were used. Thus the test items take on the cultural, ethnic, socioeconomic bias of the model group. If the group is upper-class, rich, white, Anglo-Saxon Protestant (WASP), the test, it has been found, discriminates against everyone else including poor WASPs. Not the degree, only the fact of bias, is in question here. That it is a fact was demonstrated by constructing a test that deliberately favoured blacks.

The Association for Supervision and Curriculum Development (1972) produced a commentary on ethnic bias

that contained a bibliography of over 309 readings related to ethnic bias. In explaining the recent interest and effort to eliminate bias, Drachler (in Dunfee, 1974, p. 4) quoted Hanson's Law to the effect that the third generation wants to recall what the second generation wishes to forget. He noted that the circumstances of world society today require that instructional materials on world history reflect the contributions of all cultural groups. Miller (in Dunfee, 1974, p. 11) argued that records of contributions by cultural groups exist but that the material has not been collected into a form usable by the classroom teacher. The teacher has not the time, and often the training, to do the collecting and compiling. Lumm (in Dunfee, 1974, p. 21) suggested that the foregoing is both the cause and the effect of the fact that the greatest impetus in efforts to change the situation relating to textbook bias has developed since about 1967. Dunfee (1974, p. 34) reported that the Far West Laboratory for Educational Research and Development has completed a course of instruction on how to analyze texts that are to be used by black pupils.

Rosenberg (1972) has written extensively on the topic of bias in textbooks and developed a set of criteria that is widely used. (See Appendix 6). He believed that one of the common kinds of bias found

today is stereotyping. His view is supported by Canadian researchers as outlined earlier.

Rosenberg was also concerned that illustrations in texts develop prejudice by seldom showing pictures of integrated groups. He expressed his concern:

> All text materials--whether intended or not--affect attitudes as well as knowledge and skills. Consciously or unconsciously, directly or indirectly, in ways that are sometimes obvious and sometimes subtle, the content and illustrations ...teaches the learner a great deal about social groups. (p. 142)

He then went on to warn:

> It does not take the learner very long to 'get the message' about his own group (and others) ...The 'message' concerns such critical dimensions as group image, group power and powerlessness, level of group expectations, and group life role and goals. (p. 142)

Rosenberg concluded his article by observing that publishers will provide the right kinds of books when school boards insist upon them.

An influential factor in the fight against textbook bias has been the attitude of the Michigan Legislature. As a result of representations by the NAACP in the early sixties, and of actions by the Detroit Board of Education, an act was passed in 1966 requiring an annual review of social studies textbooks approved for use in the state. The annual reviews read almost like a chronological combat report of the fight against bias. The first report issued in 1968 found the books to be

generally inadequate on the grounds of: errors of commission and omission, avoidance of controversial topics, and reliance on outdated research. By 1971, the review board found publishers had "tacked-on" references to some minority groups but were still avoiding controversial issues. In the 1972 study of eight elementary texts it was reported that texts had improved. The multi-racial nature of United States society was better represented, but controversial issues were still played down. Twenty-five books were reviewed by forty-six raters--three per book--in 1973, to see how well the books reflected the pluralistic nature of society. The ratings were predominantly negative, regardless of the profession of the rater or of the intended age-level of the text to be used. This report drew considerable interest from the whole nation and was used as a basis for selecting textbooks by selection committees in many areas of the United States.

The study of eighteen books in 1974 demonstrated the degree of influence being exerted on publishers by the Michigan act. This time the books studied received predominantly positive ratings, with the same criteria being used. (The criteria are given as Appendix 6). The change in one year is dramatic when one considers that no improvement in eliminating bias was evident between 1943 and 1965 (Elkin, 1965, and Hodgetts, 1968),

in spite of numerous studies and recommendations. The North American experience is rather different from that in other parts of the world.

3. International Studies

Robinson (1969) reported on a study in which high school history texts, used in forty countries throughout the world, were examined. The investigators concluded that most foreign textbooks presented a reasonable and objective version of United States history and of current problems. The work of the Brunswick International Schoolbook Institute indicates that this was not chance.

European countries have a history of mutual consultation for revision of history texts. In 1950, one of the first post-war agreements was made between teachers and historians of England and Germany for the exchange of texts. In 1951, the Brunswick Institute was established at Brunswick Teachers' Training College, West Germany. While the Institute was established by The Federal Republic of Germany, the manner of textbook review provides an international service. It is this cross-national analysis that may have contributed far more to the quality of British texts than the preparation of teachers, as was argued by Billington (1966). Such is the reputation of the Institute that authors and

publishers often submit manuscripts for examination before publication. What is most significant about the Institute and related groups is that the initiative for the effort at eliminating textbook bias came from educators and scholars and not from politicians.

DESIGN OF THE STUDY

1. Evaluation Instrument

It became apparent during the initial stages of this project that the suitability and applicability of the research instrument, the "Evaluation Report on Bias in Textbooks", was crucial and decisive in arriving at objective conclusions and recommendations.

This important task was approached in two ways: A provisionary checklist was compiled from a variety of sources, mainly from previous evaluative studies; this checklist was then given to those parties affected by the study for constructive criticism.

Part of the format of the checklist, and the "yes--no--not applicable" answer mode to a variety of questions, was selected from the National Education Association's "Checklist for Selecting and Evaluating U.S. History Textbooks" (1973). This checklist represented guidelines that were previously used to detect treatment of minorities in textbooks in a number of states.

Once the structure of the evaluation report was decided upon, the compilation of criteria constituting content was investigated. We concluded that a separate checklist for each of the three biases investigated--for the Aged, Labour Unions and Political Minorities--

was most appropriate and least confusing to the evaluators.

Criteria-content for the biases we looked for were in part based on our own intuitive judgement and on items contained in the following publications: "Rating Sheet for the Evaluation of Materials in Reading", California State Department of Education (1973); Allen's "Bias in History Textbooks" (1966); Hodgetts' What Culture? What Heritage? (1969); "How Fair Are Your Children's Textbooks?", National Education Association; Joyce's "Minorities in Primary-Grade Social Studies Textbooks: a Progress Report" (1973); Textbook Analysis Nova Scotia, Nova Scotia Human Rights Commission (1974); McDiarmid and Pratt, Teaching Prejudice (1971); Dunfee, "Contributing Ethnic Bias in Instructional Materials: Comment and Bibliography (1974); and the Nelson study (1970).

The criteria-content we accumulated in this way was then ordered, condensed, combined, and phrased in question form. Where the questions could be interpreted in a variety of ways, examples were given to provide direction. In this way, a set of nine questions was developed for each of the three groups we examined.

The criteria list for labour unionists was given to the Directors of Education of four major unions for comment and evaluation. The responses from the Public

Service Alliance of Canada, the Ontario Federation of Labour, the Canadian Union of Public Employees and the Canadian Labour Congress were positive, helpful and encouraging. As a result, the original criteria checklist for labour unionists was amended to include the suggestions from these union officials.

It was more difficult to obtain additional input for the criteria checklist of The Aged. However, some helpful comments were received from Mrs. Ida Olive, United Senior Citizens of Ontario; from Mrs. L. Burke, Senior Citizens' Study; and from the Ontario Human Rights Commission.

The criteria checklist for Political Minorities proved to be the most difficult to compile. Miss Irene Jenkins, special assistant to David Lewis, leader of the New Democratic party, found our draft "fairly comprehensive". Miss Jenkins suggested one amendment to include another criterion. Two professors of the Political Science Department, University of Ottawa, insisted on a change of the original guideline of what constituted a "political minority" from "...can be any smaller party on a federal, provincial or municipal level voting against a majority" to "can be any small group in Canada organized for political activity, which may include any of the following groups: language, religion, ethnic, political, racial". The inclusion of

the preceding examples in our evaluation instrument led to a very broad conception of the term "political minorities" and to a consequent compilation of biases which included not only political parties but also the French, the Indians, other ethnic groups and women. This latter section represents, therefore, in part a duplication of the Nelson Study (1970), the McDiarmid/ Pratt Study (1971), the Nova Scotia Study (1974) and the Manitoba Study (1974).

The Evaluation Report on Bias in Textbooks is given as Appendix A.

2. Textbooks and Readers

An attempt was made to evaluate all textbooks listed in the 1974 editions of Circular 14, 14A and 14B. Most textbooks, approximately 1,100, were purchased from 91 publishers. About 205 texts were borrowed from local secondary schools. Four teachers' colleges procured 459 books from their own libraries and resource centres. A small number of texts could not be obtained because they were either temporarily out of stock, out of print, or listed under the wrong publisher. (See Appendix 7 for a complete listing of these books.) Altogether, 97 percent of the books authorized in Circular 14, 14A and 14B were evaluated. Table II presents relevant overall statistics for textbooks.

Altogether, 211 readers were employed to evaluate 1,719 textbooks. Of these, the teachers' colleges accounted for eighty-four readers. Want-ads for readers were placed in two Ottawa daily newspapers, and 23 readers were selected in this way. Other advertisements were placed within the university campus. Relatives, friends and spouses of graduate students were frequent respondents to these advertisements. The Canadian Labour Congress (CLC) was asked to participate in the evaluation of the textbooks. The Congress responded positively and received a total of 180 books, most of them crucial (from a union standpoint) history, social science and business texts. Almost all biased books were reread by readers of the CLC.

In this way, 412 texts were read twice. This figure included all texts found biased on first reading and most of the history and social science texts. In cases where obvious bias on first reading was not detected on a second reading, a third reader was employed. Readers were paid between $3.00 and $20.00 for each text they evaluated, depending, of course, on the degree of difficulty and the length of the text. All readers signed a contract (Appendix B) in which task, time and fee was set out. Table III gives the number of readers and number of textbooks evaluated by source of readers. Characteristics of readers with respect to age, sex, education and profession, are presented in Table IV.

Table II

Textbooks Listed and Evaluated

Circular	Number of Textbooks Listed (1)	Evaluated (2)	Percentage (2) of (1)
14	1,649	1,595	96.7
14A	51*	50	98.00
14B	76*	74	97.4
Total	1,776	1,719	96.8

*This figure includes new listings only.

Table III

Source, Number of Readers, and Number of Textbooks Evaluated

Source of Readers	Number of Readers	Number of Texts Evaluated
Teachers' Colleges		
(a) Hamilton	21	117
(b) Ottawa	22	130
(c) Sudbury	7	26
(d) Toronto	34	186
Canadian Labour Congress	14	180
University Appointed	113	1,080
Total:	211	1,719*

*This figure includes 286 French texts.

Table IV

Reader Characteristics

By Age*			
	Under 25	38	
	26 to 40	63	
	Over 40	26	
	Total		127
By Sex*			
	Male	46	
	Female	81	
	Total		127
By Education			
	Secondary School	35	
	Students - University Level	8	
	University - Bachelor Level	148	
	University - Graduate Level	20	
	Total		211
By Profession			
	Students - Undergraduate	8	
	Students - Graduate	19	
	Housewives	44	
	Teachers - Elementary and Secondary Schools	13	
	Teachers - Colleges	84	
	Other Professions	43	
	Total		211
By Language			
	Anglophone	162	
	Francophone	49	
	Total		211

*Does not include readers of Teachers' Colleges.

(c) Method of Evaluation

Textbooks were considered biased when the "yes" column for any of the twenty-seven criteria was checked off. Initially, no attempt was made to exclude irrelevant or non-applicable bias; the books were automatically reread by a second evaluator.

Once all books had been evaluted, reader comments and quotes of biased sections were listed in order of criteria (one to nine) for each checklist. This resulted in twenty-seven lists of reputed biases. Since several of the comments and quotes were obviously not biases but misplaced value judgements, irrelevancies, opinions of readers not pertaining to bias, and similar items, the reported biases were sorted into "applicable biases" and "non-applicable biases" by three evaluators. Only those biases felt to contain some element of bias, as set out in the criteria checklist, were included. These findings are presented in the next chapter. The statistics referring to bias are based on these listed findings. Those biases that were eliminated constituted part of the discussion that followed the listing of biases for each criteria.

An attempt was made to analyze and evaluate the biases in an objective way, giving fair representation to views of the authors involved, of the aged, labour

unions and political minorities, and of the evaluators. No attempt was made to evaluate the biases quantitatively. Feedback at the beginning of the study from representatives of the three minority groups strongly suggested that bias by omission might be dominant, and that any quantitative evaluation, as suggested, for instance, by McDiarmid and Pratt (1971), might be difficult to implement.

The instrument used in this study, the Evaluation Report on Bias in Textbooks, can doubtlessly be improved, based on comments, remarks and footnotes obtained during the course of this study. Suggestions for improving the instrument are given in Appendix C. These suggestions also include methods of recruiting, screening, and training readers for similar but smaller studies in the future.

IV. PRESENTATION AND DISCUSSION OF FINDINGS

The findings are given verbatim for each of the three biases investigated. They are listed under the applicable criterion in alphabetical order by author. Direct quotes are presented in quotation marks, comments of evaluators are given without quotation marks. Author, title of text, publisher, year of publication, and page number are given in brackets at the end of each bias.

A discussion of the findings follows at the end of each criterion statement. In this discussion an attempt is made to determine the strength of the biases listed. The conclusion and recommendations, which are stated in the next chapter, are based on the biases found and on the discussion of these biases.

The term "political minorities", as defined by the Evaluation Report on Bias in Textbooks, includes "any small group in Canada organized for political activity, which may include any of the following groups: language, religion, ethnic, political, racial." (See Appendix 1) The stress is on "organized for political activity". Many of our readers interpreted this definition very liberally and often ignored the term "political".

To remain within the confines of the purpose of this study, as outlined by the Ontario Ministry of Education, we have included under (1) Bias Against

Political Minorities only those biases--whether based on language, religion, ethnic groups, race, or strictly on politics--that are political. All other biases noted by readers, that were not political, are given in Appendix 3 under the following headings: Bias Against Francophones, Bias Against Indians, Bias Against Other Ethnic Groups, Bias Against Women. A short comment follows each bias, with special reference to other Canadian studies that have dealt with some of these biases.

1. Bias Against The Aged

(1) Does this textbook directly, or by implication, portray the aged as being a social problem and a burden on society, rather than as valuable contributors to our society?

No biases were recorded for the first criterion. Taken out of context, a farmer of eighty-four, left with other old people in a small Prairie town which is "a sad victim of changing times and different needs" (Skeoch, Canadians and Their Society, McClelland & Stewart, 1973, p. 151) could be considered bias; yet, according to the evaluator, the intent of many passages in this book is to point out social injustice in Canada and to further a sympathetic understanding of the disadvantaged.

In Action English 2 (Roe, Gage, 1973, p. 18) a voice in a song says "just 'cause we're old an' don't have good teeth you can feed us this pap". In Story Caravan (Turner et al., Holt, 1962, p. 4) "elders teach and coax until the poor little things rear up on their hind legs, and then the foolish old ones are satisfied". Both quotes are somewhat prejudiced when looked at as sing[illegible] sentences but seem quite amusing when read as part of the story.

(2) Compare or link the aged to welfare recipients or to other such terms, which imply negative value judgements about the aged? (such as being inactive, or always ill)

- St. Laurent after an unfortunate incident at a rally: "Now he sounded like a tired, confused old man." (p. 166)

  "We found one old lady of seventy-two, illiterate, living in complete destitution on the charity of the neighbours - why? Because she didn't know about the old-age pension! Nobody told her she could get fifty-five dollars a month from the Government so how was she able to know?" (p. 198-199) (Fraser, The Search for Identity - Canada: Postwar to Present, Doubleday, 1967).

- "They're very kind, but they're old. They're not used to children. I don't want you to bother them." (Thorn et al., Flying Free, Gage, 1970).

The preceding statements are unkind and unfair and constitute a negative value judgement about the aged. The concepts of welfare, inactivity, and illness with regard to the aged hardly come up at all, it seems from readers' comments, because very little was said about the aged, as such, even though achievements of young and old persons were included in texts.

Several derogatory terms were part of stories or plays in elementary texts: In My World and I (Pierce, McGraw-Hill Ryerson, 1965, p. 26) the old woman and the old man were characterized as "bad tempered"; in Worms for Sale (LaBrecque, Thomas Nelson, 1974) Grandpa Joe has a hearing aid (p. 19) and false teeth (p. 16); in In Your Own Words 1 (Davison et al., Clarke, Irwin, 1969,

p. 26) the old woman mistakes a duckling for a fat duck because "her eyes were not very good"; in Comprehension Strategies 1 (Thorn et al., Gage, 1972, p. 35) a crow has "his wings folded across his back like a little old man." These four examples we did not consider biased.

(3) Neglect to mention, in obvious places, the opinions and views of the aged?

- The section on "The Problem of Poverty" neglects the aged until page 48; gives a bare mention to "age". (P. 41-8)
(Auld, Economics: Contemporary Issues in Canada, Holt, 1972).

- The increase and universality of old-age pensions is outlined, p. 19, 23, 123-4, 165, 175, 253-4, but the opinions of the aged on these developments is never mentioned.
(Fraser, The Search for Identity - Canada: Postwar to Present, Doubleday, 1967).

- Page 222: "A house plan that fits the cosy, inward-looking young family may not fit the separatist nature of an older family group."..."The wage-earner retires and, feeling a bit strange with the juvenile family, that has moved in next door, looks for a new kind of place to live."

  The book does not contain enough of the pluralistic approach to urban problems; e.g., economic zones, old people, and transportation, etc.
(Krueger et al., Urban Problems: a Canadian Reader, Holt, 1971).

- This group, relative to other age groups, is ignored. In contrast, there is a whole section on y uth and one on the family where the aged are not included in the focus.
(Mann, Canada: a Sociological Profile, Copp Clark, 1971).

These six books were considered biased because of omission. One wonders how this figure of six would

have changed if the evaluators had been old people, or rich and poor old people, or lonely and unhappy old people. It could be that the term "in obvious places", a qualification in the criterion, limited the number of references to the aged. It could also be that the books did not have much room for opinions and views of the aged since it was directed to the young.

One evaluator states that in Health, Science and You 2 (Robertson et al., Holt, 1967, p. 21-33) "referring to the family relationship between children and adults, the role of grandparents could be appropriately mentioned." Another comment on House and Home (Tameanko, General Publishing, 1968) refers to "a description of housing available for the aged that might have been included along with the housing facilities available for other age groups". Both comments, in our opinion, are apt but not biased.

(4) Imply or state unfair and degrading limitations or condescensions of the aged?

- The only references to the children's grandmother portray her as an inactive person who does nothing but sit and knit. (p. 4 & 64)
(Dennis, The Magical Adventures of Pierre, Thomas Nelson, 1974).

- "You are old, Father William", the young man said,
"And your hair has become very white;
And yet you incessantly stand on your head-
Do you think, at your age, it is right?"

"In my youth," Father William replied to his son,
"I feared it might injure the brain;
But now that I'm perfectly sure I have none,
Why, I do it again and again." (p. 84)
(Linn et al., Flights Near and Far, Holt, 1970).

- "...lived an old woman who was mean and lazy. She lived all by herself and never did a kind thing for anyone. And she never swept or cleaned her house so that it was the dirtiest house in the village." (p. 183)

  So often an old person is depicted in this way. (McIntosh et al., Stories Old and New, Copp Clark, 1963).

- Pages 129 - 156 contain five stories using a grandmother as the main character; in each episode the old lady does something foolish: is made to appear absentminded, is represented as a person who can be counted on to do something ridiculous, is one who is easily fooled, is looked upon condescendingly by "'Father'", by the children, is a person at whom one can laugh.

  Page 129: grandmotner loses glasses. They are on her head.

  Page 139: uses shoe blacking instead of paint cleaner after getting covered with paint.

  Page 142: children play jokes on her - three cats instead of one.

  Page 146: she sits on a cake without knowing it.

  Page 150: mistakes snowman for a real person - Knocks head off and thinks she has killed a person.

  Page 156: falls off ladder and gets head stuck through wallpaper.

  Poor old grandma is depicted as a rather stupid person in the stories.
  (Thomas, Developing Comprehension in Reading 3A, Dent, 1972).

- "'It's Apple Annie,' said one of the big boys, jerking his head toward the old lady at the roadside stand. Some of them laughed, but the rest of them just stood there, looking at the old lady in the too-big sweater behind the rows of apples." (p. 208)

"I am growing old. I fear that I can no longer rule our people." (p. 7)
(Thorn et al., Comprehension Strategies 1, Gage, 1972.

All biases pertaining to the fourth criterion were taken from elementary texts. Most of these are part of stories and are used to impart an element of amusement, witticism, and funniness. Similar characterizations are used to describe other groups--the young, mothers, fathers, brothers, sisters, etc.--but unfortunately, at the expense of creating prejudice.

Evaluators found it difficult to differentiate between bias and simply characterizations. The following quotes from texts were listed but not considered biased:

- Individualized Reading Skills Program - Blue (Code et al., Science Research, 1972): "He was a pleasant old fellow, brown face wrinkled with some sixty years at least". (p. 27)
- Hamish Hamster (Dunn et al., Ginn, 1969): "'I will cut some off the top of the apron', she said proudly. 'Then I shall make it into a ruffle and stitch it onto the bottom of the apron. That will make it longer. What a smart Old Woman I am!'" (p. 8)
- The End of a Dream (Forman, Holt, 1969): "Hudson: 'Juet, who else? He's a trouble maker.' John: 'He's old, an ancient man.' Hudson: 'That's nothing to

excuse him.'" (p. 2)

- Happy Hours (Jacobson, Macmillan, 1966): "There was an old man with a beard, / Who said, 'It is just as I feared! / Two Owls and a Hen / Four Larks and a Wren / Have all built their nests in my beard.'" (p. 19)

- Stories of Fun and Adventure (McIntosh et al., Copp Clark, 1964): "Grandmother Jackson was always worrying ...When she stopped worrying about one thing, she always found something else." (p. 65) The old woman "had fallen in the ditch and broken all the eggs she had in her basket." (p. 84)

"The old woman thought he was making fun of her, so she took hold of him and boxed his ears. Then she pushed him in the ditch, says, 'I'm out and you're in.'" (p. 84)

Old Mr. Potter was "unfriendly." (p. 133)

"The old woman grumbled." (p. 141)

"That poor old woman lives alone in that big house!" (p. 174)

- Encounters (Thorn et al., Gage, 1973):

"Too bad you're old and busy with socks and sleeves." (p. 72)

- Stories to Study 2, Book B (Thorn et al., Gage, 1970): "The foolish old woman." (p. 8)

- Calico Drum (Veighey, McGraw-Hill Ryerson, 1968): Limericks by Edward Lear: The old man was "spotted with blue", he "lived in the utmost disorder", he "never did

anything properly", and others. (p. 52-3)

Several of these comments referred to well-known classical rhymes and tales. Though they cannot and should not be considered biased against the aged, it is nevertheless conceivable that they will influence children's attitudes towards the aged.

(5) Include illustrations and photographs which give unequal and segregational status to the aged?

- The pictures of the aged place them in an environment of poverty. There are no pictures of well-dressed, prosperous older people, older people engaged in recreational activities, or of older people in a three generation family.

  Front and back cover: the same picture of an old man, content but shabbily dressed.

  Second page: a bent, grizzled old man standing beside a junk-cart.

  At the end of the table of contents: an old Indian woman and a middle aged man who looks like a 'mad scientist'. Neither portray an older person who could be considered to be in the mainstream of Canadian society.

  Page 112: two old men sitting outside a junk-filled clothing store; illustration for the reading "The Lower Ward".

  Page 171: an old man who looks like a tramp as an illustration of "Requiem for a Nobody", a reading illustrative of the poor in Canada.
  (Skeoch et al., Canadians and Their Society, McClelland & Stewart, 1973).

While the preceding instances of bias are well taken and fairly obvious, the two illustrations that follow are probably mild samples of bias:

How did it end?

(McInnes et al., Multi 3: A Kid's World, Thomas Nelson, 1972).

(Allinson et al., Space 4: Space Shots, Thomas Nelson, 1973).

(6) Include inadequate reference to participation by the aged in historical events and to the impact of these events upon them?

No comments or biases were recorded for this evaluation criterion. It takes expertise and knowledge on the part of the reader to properly evaluate participation of the aged in historical events. It could be that this criterion was not suitable in the evaluation of school textbooks.

(7) Provide inadequate recognition of present and past achievements and contributions of the aged? (often in positions of leadership and centrality)

- "Many senators, therefore, have already reached or may even have passed well beyond the normal age of retirement before being appointed, so that their most active and fruitful years are behind them."

  Ignores the wisdom and experience of age and implies that senators are too old to be effective contributors.
  (Merritt et al., Canadians and Their Government, Dent, 1971).

- There are several references to the aged in positions of leadership but it is always implied that age is a liability and not an asset.

  Pages 86, 87, 93: treatment of the retirement of Mackenzie King: "Old men hate to let go."; ..."the rather ungraceful reluctance and delay of his last few months in office."

  Page 124: reference to the fact that St. Laurent, J. Gardiner and C.D. Howe would be all old-age pensioners when they introduced universal pensions.

  Page 126: a cloud on the Liberal Government "was the fact that their leaders were growing old."

  Page 151: "Of course, we should have been turned out," said Howe. "We were too old. I was too old...over a year ago I went to the Prime Minister

and suggested that he and I ought to retire. He wouldn't hear of it...he said nonsense we must both stay. So we did - and look what happened." Comments on the Liberal defeat in 1957.

Page 171: implication that although J. M. Macdonnell had been a Conservative financial critic for twelve years, no one was surprised when he was appointed Minister without portfolio instead of Minister of Finance because he was seventy-three and not well.

Page 219: belief that Hellyer had been named Associate Minister of National Defence "in order to reduce the average age of the rather elderly St. Laurent Cabinet."
(Fraser, The Search for Identity - Canada: Postwar to Present, Doubleday, 1967).

- This is an error of omission in the four books of the series. It is not necessary that the aged should be treated in every text but somewhere in the series a section should have dealt with them, and passing references could then have been made in various other sections.
(Robertson et al., Health, Science and You 2, Holt, 1967).

Three biases were identified for this criterion which relates closely to the preceding one stressing participation in historical events. The comments seem relevant and appropriate, though one could argue that they contain only a small amount of verity and justification. Again, as with criteria (3) and (6) the term "inadequate" refers to the bias of omission. The degree of omission detected by readers depends, in turn, on the knowledge of, and familiarity with, the subject material. How knowledgeable were the readers employed in this study to detect "inadequate recognition of present and past achievements and contributions of the aged"?

An example of "inverse bias" is given by Skeoch et al. (in Canadians and Their Society, McClelland & Stewart, 1973, p. 160-6) when they state that in an analysis of the attributes of the elite, age is not a characteristic dealt with, although probably many people in positions of power are of mature years.

(8) Give non-comprehensive and inaccurate representation to the aged in all fields of life and culture?

- There is no mention of problems or achievements of older people, either individually or as an interest group. (The exception is Sir John A. Macdonald, p. 336, "The Old Flag, The Old Man and The Old Policy.") The lack of specific reference to older people (including women) is to be found in almost all history books and should not be construed as a serious criticism of this particular text. (Moir et al., Northern Destiny: a History of Canada, Dent, 1970).

- In comparison with the amount of content dealing with the young--i.e. childbearing and rearing, p. 32, 43-55; schooling, p. 57-73; and to working adults (traditional and contemporary); farmers, fishermen, miners, etc., p. 135-152, 182-6--the references to the aged are cursory. The implication is either that the aged are an unimportant segment of Canadian society or that their interests and/or problems are indistinguishable from those of other Canadians. In a book published as recently as 1973 there might be an inclusion of a reference to, or picture of, Senior Citizen organizations which are seeking improvements. (Pages 203-6 deal with Indian demands for change; there are pictures of other interest groups organizing for change on pages 186, 197, 201, 216.)
(Skeoch et al., Canadians and Their Society, McClelland & Stewart, 1973).

Biases for this criterion referred to non-comprehensiveness rather than to inaccurate representation. Yet, as already pointed out in discussions of preceding criteria, "inaccurate representation" and also, to a large extent "non-comprehensiveness" can only be detected by readers who have knowledge of the subject matter at hand. One could contend, to follow this line of thinking one step further, that the number of biases readers will find varies directly with their expertise on a subject.

(9) Involve prejudice and discrimination against the aged in any other way?

- "Now, my pets and toys, I am old and must go up and have a sleep." (p. 109)

  Illustrations of little old woman make her look foolish, senile. (p. 108)
  (Cowell et al., On My Way, McGraw-Hill Ryerson, 1966).

- "A mean, stingy old man" (p. 10)
  (Rittenhouse et al., Wordcraft 2, Dent, 1968).

- "The neighbours should be congenial and if possible of the same age group. You want to live in an area where you like the neighbours and enjoy their company. This is easiest if they are similar in age and ambitions."

  My observations and experience lead me to believe the most happy and stable communities are those which contain every age group.
  (Tameanko, House and Home, General Publishing, 1968).

- "Les petits vieux du premier, avec leur cage à perruches. Les vieilles filles de tous les étages, dont chacune a rescapé quelque chose." (p. 2)
  (Turcotte et al., Le Feu, Beauchemin, 1972).

The four instances of bias reported under this category are relatively mild but were included because they show some bias. Again, it is difficult to evaluate bias contained in poems or short stories that are considered classics. Following are some other instances that fall into this category; yet these were not considered biased:

- Stories of Fun and Adventure (McIntosh et al., Copp Clark, 1964): "Grandpa dropped his glasses..."; "He went crazy as a loon / From eating purple apple dumplings / With a purple spoon." (p. 64)
- The Story Tree (Ramsay, Dent, 1967):

Evaluator's comment of famous "Jonathan Bing": Unless the word "old" is interpreted as a purely colloquial expression, it would appear to portray at least this "old" man as a bit of a buffoon unworthy of meeting in an acceptable manner with prominent or distinguished persons.

Finally, a quote from Dimensions of Man (Rogers et al., Macmillan, 1972), that was considered biased by the reader of that book, but which was not included in the preceding section: "But in addition, the life of the young would suffer...from the existence of a preponderance of active older people."

2. Bias Against Labour Unionists

(1) Neglect to give credit to labour unions for material and social benefits? (such as minimum wages, better working conditions, pensions, paid holidays)

- The only specific references to benefits achieved by unions are in a section on Quebec. (p. 351, 359 and 451). There is nothing about achievements in the rest of Canada.
(Cornell et al., Canada: Unity in Diversity, Holt, 1967).

- Nowhere in the text is credit given to labour unions.
(Farr et al., Two Democracies, McGraw-Hill Ryerson, 1963).

- Since every other element in the economic structure and process is mentioned (including wages and labour), why then are trade unions not included and given their rightful place in this explanation of how the process works? This is not merely an oversight. One cannot help but conclude that it is deliberately done. The student cannot help but get a one-sided view of affairs. It is a distorted and harmful view.
(Freudemann, The Canadian Consumer, Pitman, 1972).

- No mention of coal miners' unions is made when discussing the plight of the coal miner in Britain. (p. 13-14)
(Gunn, Industry and Resource Patterns, Gage, 1970).

- Since trade, industry, labour and manufacturing methods are all considered and often described in detail, it is grossly unfair and harmful to the understanding of students that trade union principles and activities are not also brought into the picture.
(Hildebrand, Lands of the Eastern Hemisphere, Holt, 1967).

- Omits giving credit to efforts of labour unions in the area of old age pensions. (p. 62)
(Kelsey et al., Eye to the Future, Dent, 1968).

- Unions are given small and grudging mention in this book. Under "Labour Relations" (p. 300) it states that "the labour union movements have been instru-

mental in contributing to employee welfare, and although their methods have been questioned and criticized, they have been necessary at times to protect employees and improve their economic positions." This is the sole comment on labour unions in the entire book although there is a careful outline of communism and socialism as opposed to capitalism. (p. 40)

It is utterly incredible that such problems and relationships as are here discussed, can be described without one single reference to trade union activity. The harm that this can cause is inestimable.
(Lynn, Business Organization and Management, McGraw-Hill Ryerson, 1966).

- This account is so sketchy as to make its value as a textbook somewhat dubious. All mention of trade union principle and activity--although trade, industry and commerce are discussed--is rigidly, deliberately and unfairly excluded.
(MacEwan et al., West to the Sea, McGraw-Hill Ryerson, 1966).

- Surely somewhere in the chapter "The Individual and Modern Society" or "Groups in Modern Society" or "Future Prospects" some mention of trade union activity might have been made.
(Rogers et al., Dimensions of Man, Macmillan, 1972).

- Too long to quote; utter disgrace of early trade union activity. (p. 330-5)
(Snell et al., Patterns in Time, Dent, 1964).

- "...unions have never done much to help their unemployed." This is a gross misstatement. Many contracts in industry subject to periodic layoff, such as the automobile industry, have Supplemental Unemployment Benefit plans. The Canadian Labour Congress and its affiliates have been very active in assisting unemployed members, and urging improvements in unemployment insurance legislation, to benefit union and non-union unemployed workers.
(Steinberg, Basic Economics, Pitman, 1963).

- The preface, p. xi, states that "Geographers are now more concerned about the social, economic, political and cultural aspects of their discipline."

In spite of this, there is no mention at all, anywhere in the text, of trade union activity, of

principle or purpose, not in the discussion of any of the industrial areas, or for example, on p. 386 where wage increases and the shorter working week are, however brief, described.
(Tomkins, Canada: a Regional Geography, Gage, 1970).

- It is really quite a staggering achievement to have reviewed the entire history of industrialization and society without one single mention of one of the most important elements in that history. The impression left is that working people, in this role as workers, have done nothing to improve their own working conditions.
(Walsh, Industrialization and Society, McClelland & Stewart, 1969).

This first evaluation-criterion is closely interwoven with the fifth criterion. Both stress bias by omission. The preceding comments of evaluators concentrate on material and social benefits for which labour unions should have received at least partial credit.

Most comments seem justified. History texts, a few geography texts, and a good number of business and commerce texts should have mentioned, and given credit to, labour unions, at least in obvious places. The question that arises immediately is why such omissions occur.

One possible explanation is that changes for such items as "minimum wages", "pensions", "paid holidays", and others, come about by legislative procedures. It is the procedures per se, and not the agents of procedural change--of which trade unions are one, a very strong one--that germinate and originate the procedures stressed in texts. The process of origination and

germination is a subtle and evanescent one that takes research skills and imagination on the part of the author of a text, while legislative procedures provide clearcut facts on dates, numerical values, parties in power, and even names of political originators. Could it be that particular accomplishments of trade unions are not too well known publicly because of a lack of communication between unions and the public?

(2) Blame unionists, by open mention or implication, for "a faltering economy", "trouble in industry", "higher prices", "slow growth", "retarding technological advances", "promoting inefficiency", or similar statements?

- "Legislation and institutional support may also be provided to protect free-enterprise labour. The minimum wage rate, unemployment insurance, pension schemes, workmen's compensation, and health plans are typical social measures." (p. 319)

  "Labour-management relations are not always smooth. Labour strikes often produce serious economic disruptions." (p. 319)

  No credit given to labour unions for these benefits.

  "North American steelworkers, organized into powerful unions, are notoriously strike-prone. As a consequence, this continent's steel production is rarely at capacity level for any given years." (p. 181) (Balins et al., Man's Economic World, Holt, 1971).

- "The tradesman--be he electrician, plumber, or baker--can easily adjust the price for his service. Many labour groups often ask and get much more than improved productivity will provide." (p. 16) (Canada 70 Team, The Challenge of Confrontation, McClelland & Stewart, 1969).

- "In the fifties and sixties trade unions had been organized among skilled labourers. The unions were small and localized, as much concerned with benevo-

lence to members as with raising wages, reducing working hours or improving working conditions. (p. 260) (Farr et al., The Canadian Experience, McGraw-Hill Ryerson, 1969).

- "Union members sensing the discontent drove further wedges between the miners and their employers." (p. 65) (Langman, Appalachian Kentucky: an Exploited Region, McGraw-Hill Ryerson, 1971).

- "There is little doubt that the One Big Union looms large in the strike. This was highlighted in the trial of R. B. Russell, one of the leaders of the OBU. Whether or not the OBU conspired to take over the government, remains a controversial point." (p. 46) H. A. Robson, K. C., who headed the Royal Commission investigating the strike states: "...but the cause of the strike was the specific grievance (the refusal of collective bargaining)...and the dissatisfied and unsettled condition of Labour at, and long before, the beginning ofthe strike." (Magder, The Winnipeg General Strike, Maclean-Hunter, 1969).

- "Some union work rules stifle efforts at economy. Example: In San Francisco, a builder complains that union rules add $800.00 to the cost of painting a single house." (Matsushita, Housing, McGraw-Hill Ryerson, 1971).

- "Labour unions may force the cost of production to such a height that plants will either go bankrupt or move to a new location." (p. 350) (McCaffray, Land, Climate and Man, Holt, 1963).

- "I feel sometimes that union leaders are acting almost like generals. It has been said quite often that most generals always prepare for the last war--not the next. I venture to suggest that in many cases the attitude of labor and labor leaders is suited to conditions as they existed at the beginning of this century, and is totally outdated and obsolete for the conditions existing at the middle of the twentieth century. It is not for me to speak about the effectiveness of a strike. War has become an obsolete method of settling international disputes. I feel that in many cases strikes, too, are an obsolete method of settling industrial disputes and must be replaced by a more suitable instrument...", quoted by Kurt. R. Swinton President, Encyclopaedia Britannica of Canada

Limited, and Chairman, Conference on Education, in an Address to the Ontario Federation of Labour Education Conference. (p. 75)
(Parmenter, You and Your Career, Guidance Centre, 1967).

- The section on "inefficiency" is biased in the direction of the futility of strikes and the clear implication that unions are the only party to a strike. The entire section leaves the reader with the impression that unions are the cause for inefficiency in production.
(Parmenter, You and Your Work Ways, Guidance Centre, 1972).

- "The period immediately following the war was marked by an artificial 'war prosperity' as industry rushed to remedy wartime scarcities. Factories worked overtime; profits were more than satisfying; work was plentiful." (p. 231)
(Peart et al., The Winds of Change, McGraw-Hill Ryerson, 1961).

- "The leaders of the labour unions, most of which are affiliated to the AFL-CIO, refuse to recognize that the per capita output of the Canadian economy is only 75 percent of the United States level."
(Sheffe, Canadian/Canadien, McGraw-Hill Ryerson, 1971).

- "The Problems of the Industry: Strikes." (p. 116)
(Wiley et al., Canada: This Land of Ours, Ginn, 1970).

Ascribing to labour unions a variety of social and economic outcomes with negative connotation--such as "faltering economy", "trouble in industry", "inflation", "slow growth", and others--often directly portrays an author's bias. Many of the criticisms of this second criterion are disputable, yet contain a good deal of validity.

Though it can be said that labour unions are not directly responsible for inflation, loss of working

days and income because of strikes, and similar phenomena (because management shares a good part of that responsibility), it can be said equally that labour unions are not altogether faultless. Economists of repute defend both arguments with equal valour.

It must be kept in mind also that some of the biases found by readers are quoted out of context and may represent direct quotes of articles and speeches, without fair treatment being given to statements that may offset quoted biases, or at least present them in their proper perspective. One could even go further in suggesting that the second criterion is, in part, an answer to the first criterion of omission: it could provide fruitful ground for discussion and inclusion of labour unions. Objectivity and fair representation of labour-management positions, on the part of the author, are, of course, prerequisites.

(3) Make unfavourable mention, open or implied criticism of union dues, strikes, closed shop, picket line, union bosses, seniority provisions, or other such terms?

- The tendency throughout this booklet is to discuss the Winnipeg General Strike, not from within the framework of the local grievances so much or from within the immediate local issues and problems, but rather in terms of larger, often remote, political thought and events.
  It is significant that the one source not quoted is J. H. A. Robson, K. C., who headed the Royal Commission investigating the strike. The report states that "It is too much for me to say that the

vast number of intelligent residents who went on strike were seditious or that they were either dull enough or weak enough to be led by seditionaries--but the cause of the strike--was the specific grievance (the refusal of collective bargaining)...and the dissatisfied and unsettled condition of Labour at, and long before, the beginning of the strike...it is more likely that the cause of the strike is to be found under the other heads (other than unemployment), namely the high cost of living, inadequate wages...profiteering..."
(Balawyder, The Winnipeg General Strike, Copp Clark, 1968).

- "Our records show that these goods left our warehouse the day after the order was received and should have reached your friend before the strike of the express employees, although this trouble may have had something to do with the delay of the order." (p. 89)
(Dickson et al., New Elementary Typewriting, McGraw-Hill Ryerson, 1963).

- "Depuis cette époque, il s'est toujours trouvé des gens et notamment des chefs syndicaux pour considérer le progrès technologique et le machinisme comme la cause du chômage et l'ennemi du travailleur." (p. 297)
(Forster, La vie économique, McGraw-Hill Ryerson, 1970).

- It does seem unfair to call a union leader "a violent socialist agitator" when discussing trade union matters without also mentioning the context in which union activity occurred. (p. 80)
(Hodgetts et al., Decisive Decades: a History of the Twentieth Century for Canadians, Thomas Nelson, 1973).

- "Not all disagreements, however, are caused by differences among well-intentioned people. Some union leaders, particularly those who have held high-salaried offices for a number of years, are reluctant to return to work as employees in a plant. They fear that a harmonious relationship between themselves and an employer may alienate other union members, and suggest to them that a change of leadership would result in higher wages and better working conditions. Correspondingly, there are managers who feel that savings on labour

expense mean higher personal profits.

Both groups display a lack of concern for the interests of the workers, and both may cause discontent. To maintain his office, the aforementioned union leader portrays himself as the champion of the workers against an unscrupulous management. The extent of his portrayal's success determines the number of workers who join the union. The unscrupulous manager inadvertently aids the union cause; the more vehemently he displays his lack of concern for the workers, the greater their motivation to band together in opposition."

"As was mentioned earlier, many managers believe effective personnel departments eliminate the need for a union. Some companies have gone to a great deal of trouble and expense to try to prove this contention. They have developed fair personnel policies, outstanding compensation packages, and committees to hear and act upon the complaints of the workers. Justifiably, they have been much surprised when their workers have formed a union. Some of these situations are analogous to that of the teenager who resents the fact that his father 'has given him everything'. Like the teenager, the worker resents the employer's all-pervasive generosity- he wants to do something for himself, to have some influence on the conditions that affect his life."

In general, the book does not present unions in an unfavourable light, although the above statements seem to do so.
(Preshing, Business Management in Canada: an Introduction, Wiley, 1974).

- The introduction describes the general strike within the framework of a political consciousness which is explicitly denied by the Royal Commission set up by the Manitoba Government to investigate the causes of the strike.
Those causes according to D. C. Marters, and the Royal Commission's findings were local and immediate in character and attempted among other things to establish the principle of collective bargaining.
"The towers of capitalism had not toppled at the first blast of labour's trumpet..." (p. 8) because they had not been attacked.
There is a conscious effort made here to blow-up and to extend the purpose of the strike beyond its actual boundaries.
(Rea, The Winnipeg General Strike, Holt, 1973).

- Implies that an "open shop" is fair as opposed to a "closed shop". (p. 177)
  The author is obviously ignorant of the whole situation in this country with regard to union security. In Canada, a closed shop is rare, except in the construction industry and for longshoremen. Many contracts have a "union shop" clause, i.e., non-union members can be employed by the company, but they must join the union within a certain period. So the reference to employing men who are "most competent" is misleading.
  (Steinberg, Basic Economics, Pitman, 1963).

- "If any serving man acts rebelliously or improperly, no one shall hire him till he has made amends.", and the statement that follows: "There was some violence on the picket lines today; a truck attempting to enter the plant had its windows smashed." (p. 40)

  It is prejudicial to trade union activity to give without any further explanation or qualification (in juxtaposition), such items.
  (Trueman, The Merchant's Domain: the Town, McGraw-Hill Ryerson, 1973).

- "The elevator strikers defied a government order to go back to work, and several repairmen who went out on emergency jobs were beaten up."
  (Trueman, The Peasant's World: the Manor, McGraw-Hill Ryerson, 1974).

Misleading implications come through in the comments relating to this criterion. "Agitation", "trouble", "towers of capitalism', "rebelliously", "violence", "defied", "beaten up", are all words which present negative connotations relative to unionism. In some cases, naivety on the part of the author--an apparent lack of understanding of labour unionism--is apparent. It becomes evident, in relation to this criterion, that rather than create controversy, most authors disregarded or restricted their topic of unionism.

(4) Make any statements which are contrary to the acknowledged rights of union members, as laid down in labour legislation? (such as the right to organize and the right to engage in legal work stoppages)

Readers did not record biases for, or comment on, this evaluation criterion. Perhaps this was due to the superficial, inadequate treatment and outright omission given to labour unionism in textbooks where one could expect at least some mention. One question came to mind again and again: "How much did the author know about labour?" Another was: "How much homework did the author do to know about labour unionism?"

(5) Omit altogether or not give fair representation to the history and nature of the labour movement, when in your opinion the nature and content of the text warrants their inclusions?

- The writer sees history as being largely made in Parliament or in the battlefield: no mention is made of the organizing of unions in the 1930's and '40's. The Winnipeg General Strike, for instance, does not receive coverage.
(Allen, Ordeal by Fire: Canada, 1900-1945, Doubleday, 1961).

- Mentioned many aspects but not labour unions: it mentioned employment, type of employment, economic groups, development of industry, and other such topics.
(Baine, Calgary: an Urban Study, Clarke, Irwin, 1973).

- A fair presentation would have included a statement of trade union principle and activity during the Oshawa strike.
(Cook et al., Politics of Discontent, University of Toronto Press, 1967).

- Unionism in Quebec receives brief but reasonably adequate treatment. (p. 341, 351, 359, 451, 490-1). There is minimal attention given to the history or accomplishments of the labour movement in the rest of Canada. In my opinion, a comprehensive text, written for honour graduation, such as this, should deal in greater detail with trade unionism. Sections where there could have been references to unionism include:

  Page 324: The sole reference to the powerful B.C. labour movement is, "The first years after the war (World War I) labour unions, including socialist and communist elements, were active."

  Page 361-71, 377-8, 415: Here, there is reference to industrialization, the growth of mining, banks, insurance etc., in Ontario from 1900-1929, but there is nothing about labour.

  Page 501-7: Post World War II trends, such as urbanization, industrialization, the passing of social legislation, are dealt with, but again there is no specific reference to the labour movement.

  There could have been details about the formation of the Canadian Labour Congress, greater mention of strikes which have been important in Canadian history (e.g., the 1945 Windsor strike which resulted in the right of check-off, the bitterness engendered by the 1935 Estevan strike, the 1958 request of the Newfoundland government to use Mounties against striking forest workers, etc.). (Cornell et al., Canada: Unity in Diversity, Holt, 1967).

- Suppression of all efforts of trade unions or disregard of their existence. (p. 309-27, 387-90) (Earl, Roots of the Present, Pitman, 1964).

- The emphasis of this book is political rather than economic or social. However, it mentions the growth of the resource industries and the implementation of social legislation during the period 1945-67. (Oil in Alberta, p. 58-9; uranium in Ungava, p. 66-73; old-age pensions, p. 19, 23, 123-4, 165, 175, 253; Family Allowances, p. 20-1, 123, 125; Canada Pension Plan, p. 253-6.) One might therefore expect a brief acknowledgement of the growth of the labour movement and of the achievement of better working conditions. There is a one-sentence reference to the Ford strike - p. 14). (Fraser, The Search for Identity - Canada: Postwar to Present, Doubleday, 1967).

- Labour unions are omitted altogether, except for a passing reference to American labour unions on page 80.
(Greason et al., Canadian Democracy at Work, Macmillan, 1971).

- The Labour Force - This chapter omits entirely any reference to the development of unions in Canada. Given the broad treatment of items in this book generally, the absence of any reference to unions is considered biased. (Chapter 13, p. 121)
(Hamelin, Canada: a Geographical Perspective, Wiley, 1973).

- Nowhere in this text is there any reference to trade unions.

  The chapter on "Manufacturing" ends with a section entitled "Problems and Projects". (p. 425) Its first project directs the student to: "Write an essay about a manufacturing industry not described in detail in this chapter. For detailed information and illustrations write to the headquarters of one or more companies in the industry you have chosen. Do not forget that in Geography we are interested not only in the manufacturing processes, but also in the location factors of raw materials, power, labour, market and transportation." It might also have been suggested to the student that he also write to the headquarters of the local trade union in the industry he has chosen.
(Krueger et al., Canada: a New Geography, Holt, 1971).

- No unions are mentioned; they possibly should be.
(Lavallée, Granby: a Manufacturing Centre, Holt, 1968).

- In this, along with most books that I have read in this effort, the history of trade unions, the actual economic task of assuring two balanced consumer-spending powers is absent. The mechanism of the trade unions assuring this balance is not mentioned. Unions appear as very small appendages to the real economic games played by banks, investors, insurance companies.
(MacDonald, Readings in the World of Economics, McGraw-Hill Ryerson, 1973).

- Disregards labour unions in discussion of socialism and CCF in Canada.
(Mann, Canada: a Sociological Profile, Copp Clark, 1971).

- The coverage of Labour is sympathetic but very brief. Themes relating to workers and unions are dealt with in approximately twelve pages in a comprehensive text of 535 pages. There is more on the I.W.W. and O.B.U. of 1919 (p. 396) than on any union active now. There is no mention whatsoever of the labour movement since the Second World War. Admittedly, the post-1945 period is covered only briefly in this text, but there could have been a reference to labour in Chapter 24, p. 469-88. In this chapter the authors deal with the expansion of primary and secondary industry, urbanization, and industrialization; it would not be unreasonable to expect reference to the growth and achievements of unions and to possibly mention the Windsor Ford strike (1945) and the Asbestos strike (1949).
(Moir et al., Northern Destiny: a History of Canada, Dent, 1970).

- Chapter "The Geography of Industry", sub-section "Labour": The discussion of "disputes concerning wages and working conditions" should in all fairness here include a statement, however brief, on trade unionism.
(Moore, The World and Man, Copp Clark, 1966).

- Omits reference to union activity while implying that the "scientific management" techniques appear to be the sole criterion for labour effectiveness. (p. 5-8)

  Questions which follow on page nine do not suggest even a remote possibility of unions' roles in "work ways".
(Parmenter, You and Your Work Ways, Guidance Centre, 1972).

- Chapters 3, 4, and others on industrial progress might have said something about unions; they did not.
(Seiveright, Canada and Her Neighbours, Ginn, 1966).

- Trade unionism not so much as mentioned in this discussion of the contemporary world (p. 378-401).
(Snell et al., Patterns in Time, Dent, 1964).

- Chapter on "The Labour Movement" grossly understates the activities and achievements of the trade unions as a whole and of the Canadian Labour Congress in particular.
(Steinberg, Basic Economics, Pitman, 1963).

- Since labour itself and the conditions and methods of work are all described in detail, surely some mention, of necessity, should be made of trade union activity and concern in this chapter (p. 192-213). (Tomkins, North America: the Land and the People, Gage, 1973).

Omission, it would appear, has been a popular device when discussing labour unionism. Are the voids reflective of misinformation on the part of authors? Of ignorance? Of a desire to avoid controversy? Of an inability to handle controversy? Of a bias on the part of the author(s) relative to labour unionism? Surely the Canadian Labour Congress would cooperate with any writer desiring to present a comprehensive and accurate description and analysis of the labour unionist movement in this country. In all the reviewed books, where criterion five was reflected, little or no mention was made of labour unionism, giving the reader the impression that the contributions of the former in the historical annals of Canada were minimal and inconsequential.

This criterion drew nineteen responses from readers, representing the largest number of biases recorded for any one criterion.

(6) Include pictures, drawings, graphs, or statistics which portray labour unions in an inaccurate, derogatory light?

One picture and one illustration were found to be prejudiced against labour unions.

The picture depicts a group of steel-helmeted, tough looking grim-faced males in T-shirts, marching in a Labour Day parade and carrying a sign "A Just Society For Who???" The caption on the next page says:

> ...The news item opposite tells us that these marchers are public employees. List the jobs in your community that fall into this category. Now, study the picture of these parading employees. Look at their faces in particular, as well as their arms, shoulders, hands, and the different ways they wear their hats. (Lawrence, Action English 2, Gage, 1973).

We consider this picture only moderately biased.

An illustration that portrays some bias is reproduced on the next page.

Three questions are given underneath the illustratation: "What is the cartoonist saying about strikes of public employees?", "What does the caption mean?", "Why does it suit the cartoon?"

The illustration itself is rather humourous. It could be interpreted, conceivably, to lead to biased views and interpretations.

Shanks in the Buffalo Evening News, 10-22-68

(Davis, Reading, Dent, 1972, p. 151).

(7) Describe labour unions with unfavourable connotation, while management is described favourably, being credited with all positive developments? (For instance, describe labour unions as interfering with management's right to manage)

- How can an unprejudiced view be obtained when the following sentence forms part of the discussion "The trial of William Haywood, the notorious treasurer of the Federation for the murder of Idaho's Governor and his acquital secured by the brilliant criminal lawyer, Charles Darrow, gave the miners much unfavourable publicity". (p. 81) (Hodgetts et al., Decisive Decades: a History of the Twentieth Century for Canadians, Thomas Nelson, 1973).

- What the author fails to point out is that in most cases the "open shop" means lower wages for the employees, poor working conditions, no fringe benefits and no job security. (p. 179) (Steinberg, Basic Economics, Pitman, 1963).

- While unionists are not openly slandered, executives are idealized beyond belief in the list of executive characteristics. (p. 53) (Wallace, Tomorrow, Dent, 1971).

Very few textbooks dealt with the delicate yet basic topic of labour-management relationships. Both topics were viewed separately, with few attempts being made to describe, analyze, and show interaction of union and management in common negotiations. Could it be that the avoidance of such conflict is in part to blame for the relative unpreparedness of today's labour-management negotiations and bargaining rounds?

The three biases listed are not serious prejudices in themselves. The fact that only three biases were found seems to indicate that bias by omission--to deal directly, intensely and fairly with this topic--is again prevalent.

(8) Emphasize the struggle between national and international unions rather than the struggle of labour in its attempt to influence management?

- "Like so many things that are decided in America, the strike that started this week at General Motors can be another little reminder to Canadians of the incompleteness of their power of decision in their affairs. A negotiation between an American management and a substantially American trade union fails in Detroit and, along with some 350,000 employees of General Motors in the United States, 20,000 or

> so are on strike in Canada...
> It remains a worry that decisions affecting Canadian life are being taken outside Canada and not by Canadians. Canada's labour movement, dominated as it is by the big "international" (that is, preponderantly American) unions, shows signs of sharing it. A parliamentary committee in Ottawa, reporting this summer on Canadian-American relations, brooded over this problem of putting a Canadian stamp on the affairs of the international unions in Canada. It proposed "guidelines" under which each international union would organize its Canadian locals into a Canadian section which, said the committee, ought to have "complete authority" in collective bargaining, the settlement of disputes and the conclusion of collective agreements, "which should not require approval in the United States." But the unions, having taken the trouble to follow the big American concerns into Canada, will not readily acquiesce in having their bargaining power carved up." (Janis, Americanization, McGraw-Hill Ryerson, 1972).

Since the history, nature and importance of trade unions were largely omitted, as pointed out in other sections of this study, it is not surprising to find only one bias listed under this heading. The scant treatment of labour unions simply did not permit any bias reflecting struggle and rivalry between unions to occur. Naturally, such rivalry as did, or does, exist, should be dealt with in context, fairly and objectively. It is not necessarily detrimental to the cause of trade unions but can reflect healthiness and openness on the part of the labour movement.

(9) Contain any other outright or implied bias, prejudice or discrimination against labour unionists, not mentioned in 1-8?

- "Labour unions tend to convert all problems into dollars per hour and press demands that are unrelated to any increase in productivity". (Cosgrave, Career Planning, Guidance Centre, 1973).

- "Sentimental appeals for 'dear ould Ireland' brought in barrels of money, as if ripe apples were falling from shaken trees, or as if modern labour unions were contributing to gangster bosses. As with some labour organizations of today, there was never any auditing of accounts." (p. 484)

  The five lines, devoted to trade union activity, that are given on page 484, are surely, by any reasonable standard, inadequate to describe what had taken place.
  (Hardy, From Sea Unto Sea: the Road to Nationhood 1850-1910, Doubleday, 1960).

- Gives a shallow, weak treatment of the place of the union in the mining industry. Again, the quality of the writing and of the information given leave much to be desired.
  (Jones et al., The Crowsnest Pass, Holt, 1971).

- "Otherwise, there is the danger that an overly aggressive, irresponsible labour movement will kill the goose that lays the golden eggs". (p. 537)

  This is not the statement of an objective historian, nor is it what it purports to be.
  (Hodgetts et al., Decisive Decades: a History of the Twentieth Century for Canadians, Thomas Nelson, 1973).

- Can one really separate, in this context, the Labour party from the trade union movement in Great Britain? (p. 349)
  (Lambert, The Twentieth Century, House of Grant, 1960).

- "The strikers were called 'Bolshevists' and accused of 'taking orders from Moscow.'...Ordinary citizens helped the authorities as best they could in carrying out essential services."
  (Peart et al., The Winds of Change, McGraw-Hill Ryerson, 1961).

The concept of the relationship between wages and productivity was of greater importance in years prior to high rates of inflation. When inflation was at a two or three percent level, the rate of productivity was of much greater significance. During the last few years, however, demands for wage increases were tied much closer to the rate of inflation. The claim of bias in Cosgrove's book is probably justified yet could lead to fruitful class discussion.

Statements connecting labour unions to bolshevism, gangsterism, a certain political party, aggressive and irresponsible actions, and other such terms, do certainly portray bias on the part of the author which will affect student beliefs and attitudes. These types of bias arise where statements are slanted and given out of context. They are detrimental to the cause of labour movements and should not be contained in school textbooks.

3. Bias Against Political Minorities

(1) Give undue stress to a party in power without providing adequate recognition of minority parties?

- Throughout the book the emphasis is on the Conservative and Liberal parties and their contributions and opinions--little is mentioned about other minority parties.
(Cook et al., Imperial Relations in the Age of Laurier, University of Toronto Press, 1969).

- "In several of today's democracies, including Canada, parties attract the voters into at least two major political camps so that the popular will can find effective expression." (p. 14)
(Ferris et al., Civics for Canadians, McGraw-Hill Ryerson, 1966).

- The book doesn't even mention the minority parties: no pictures or mention of NDP, Social Credit, Créditiste parties or leaders.
(Merritt et al., Canadians and Their Government, Dent, 1971).

Three texts were found to be biased in the sense of not giving adequate recognition to minority parties. Immediately one wonders how familiar evaluators were with the Canadian or Ontario political system, not only as it is now but also how it evolved over the decades. Table IV on "Reader Characteristics" may give some indication; the majority of readers seem to be well educated generally, if not specifically in the field of politics. This could be an indication that other books dealing with political minorities included adequate recognition of minority parties, at least to the extent that the evaluators themselves were familiar with

political parties. Appendix 4 "Suggestions for Improving the Evaluation Instrument and the Selection of Readers", contains a paragraph on expertise of readers, or of teams of readers, which may help increase the probability of detecting bias.

(2) Mention quotes, actions and achievements of leaders of majority groups only?

- The leaders and achievements of the Social Credit and CCF parties do not receive much coverage. (Cornell et al., Canada: Unity in Diversity, Holt, 1967).

- This book tends to favour the views of the party in power; fair enough, as it is a history of past events, and it was the party in power that shaped these events. The NDP is never mentioned; as I have no background in modern Canadian history, I don't know if this is justified or not. However, the introductory essays for each section tend to be slightly in favour of the Liberal party.

  Page 94: "Congenitally unable to make up his mind, the Prime Minister wavered and vacillated, delivering a speech in Parliament on January 25 that was evidently inaccurate."
  (Granatstein, Canadian Foreign Policy Since 1945: Middle Power or Satellite?, Copp Clark, 1969).

- Section I gives only one French-Canadian dissenting selection (p. 40) to the pro-British theme.
  (Page, Imperialism and Canada, 1885-1903, Holt, 1972).

- Only party in power's point of view is mentioned. (p. 25)

  Again no reference to how other groups feel about policy. (p. 47)
  (Radley-Walters et al., Canada: Land of Immigrants, Thomas Nelson, 1973)

It may often seem difficult for authors of social science texts to condense historical events of

decades into a few paragraphs or pages and still do justice to actions and achievements of leaders of minority groups. The time span covered and the purpose of a text will set the boundaries. Only a deliberate attempt, on the part of the author of a text, at comprehensiveness and objectivity will overcome this sin of omission.

Texts that cover a smaller time span should give due credit to political minorities. It seems-given the qualifications of evaluators outlined in the previous discussion--that the majority of texts in which political parties were included as content, gave recognition to political minorities, especially to the leaders of these minorities.

(3) Advance the melting pot theory, whereby political minorities are expected to "melt" into the ways of the majority?

No bias was recorded for this criterion. This suggests that textbooks give adequate recognition to the existence of political minorities, without these minorities being expected to melt into the ways of the majority.

(4) Give a shallow treatment of contributions of political minorities to Canada's growth and development?

- The Social Credit party in Alberta is dealt with in a cursory manner in three-quarters of a page. Ernest Manning, who was premier of Alberta for twenty-five years, is not even mentioned by name. In contrast, almost every premier of a majority party in Ontario, Quebec or B.C. is at least named. The Liberal Pattullo and his administration in B.C. during the depression has two and a half pages of text devoted to it. (p. 441-4)

  Similarly, there is no reference to any of the progressive legislation of the twenty-year CCF government in Saskatchewan or mention of T.C. Douglas as premier. There could have been allusion to the pioneering of hospital insurance and medicare (including the doctor's strike). (p. 439-440) (Cornell et al., Canada Unity in Diversity, Holt, 1967).

- Chapter One of this text lays heavy emphasis on the free enterprise system and private ownership with complete lack of explanation of the pros and cons of alternatives proposed by Canada's political minorities. Disadvantages of free enterprise system are not mentioned, as such. It would appear that the status quo is perfect.
  (Freudeman, The Canadian Consumer, Pitman, 1972).

- The Dry and Depressing Thirties (p. 127). The text ignores the rise of the CCF and NDP parties. This is probably not prejudicial except in neglect. The entire text is very apolitical, though, and perhaps could be defended on those grounds. Still the rise of minor parties is completely ignored here throughout the whole book.
  (MacEwan et al., West to the Sea, McGraw-Hill Ryerson, 1968).

- Pages 392 to 411 make no mention of the Communist party, although the four "major" parties receive equal treatment.

  Pages 412 to 418: In B.C. provincial elections, Liberals and Conservatives are minor parties. As such, they receive almost no attention. This is especially strange, given their success federally

in B.C. The CPP goes unmentioned. (Mann, Canada: a Sociological Profile, Copp Clark, 1971).

It is difficult to estimate and evaluate contributions of political minorities to the growth and development of Canada. The biases quoted refer more to a mention of political minorities rather than--as a logical, next step--to contributions toward growth and development.

The reader of this report is invited to compare the four biases to section (3), "Political Minorities", under "Historical Background Information."

(5) Include drawings or pictures ridiculing political minorities?

In contrast to newspapers and magazines, school textbooks do not seem to contain biased drawings and pictures ridiculing political minorities.

(6) Neglect to describe forces that have prevented some parties from reaching full potential or from becoming popular?

A possible explanation why no bias was found for this criterion could be the difficulty in assessing and enumerating forces that enabled a political minority to reach full potential or to become popular. Either this process was adequately covered in textbooks, or evaluators lacked expertise in detecting shortcomings. Again,

the reader is directed to Appendix 4, "Suggestions for Improving the Evaluation Instrument and the Selection of Readers", where steps are outlined that may help overcome these shortcomings.

(7) Use words which may imply negative value judgements about political minorities?

- Page 19: "Separatism is a French-Canadian psycho-sociological phenomenon peculiar to Quebec" continues in that paragraph to "It is thus primarily a manifestation of its followers' alienation, whether conscious or not, for the Canadian and indeed North American realities" - this denies Separatism the claim of being a political reality..

  Page 20: "Separatism in Quebec is thus essentially a messianic theology of rejection, whose 'god' is the myth of a powerful interventionist state, and whose 'paradise' is a society predominantly nationalistic and collectivistic. As such, it can clearly hold few attractions for serious investors and entrepreneurs both inside and outside the province."

  Page 21: "Fundamentally split in their economic doctrine, the independentistes seem to be composed primarily of persons who have chosen to ignore the economic implications for Quebec, principally one suspects because of their profound ignorance of the subject, but also because they recognize that a precise intramural examination of the question might split their ranks."

  Page 31: "While only the future can give a final answer to the first question, it is to be hoped that the average Quebecer's sound realism and common sense will cause him to reject this simplistic and utterly unrealistic political mythology."

  In dealing with the economic consequences of Quebec's separation from Canada, it seems that the writer does not attempt to understand Quebec's point of view. Also, in the book itself, only this one opinion is presented, giving a one-sided and incomplete presentation of the problem.
  (Aul'i, Economics: Contemporary Issues in Canada,

- "If Ottawa, which gets the blame (though, on all the evidence, the inferiority of French Canadians is due to other major causes also), does not succeed in changing the tide, Quebec, whose population is young and has the vote at eighteen years of age, could soon opt for independence by a majority at the provincial government level or at a special referendum."
(Hamelin, Canada: a Geographical Perspective, Wiley, 1973).

- "Protest Movements in the 1930's" implies that the new political parties were based on negative (protest) attitudes rather than positive constructive objectives.
(Farr et al., The Canadian Experience, McGraw-Hill Ryerson, 1969).

- Page 4: "The Progressive Conservative Government that took office in Ottawa in 1958, for example, won about 79% of the seats in the Canadian Parliament although it received only 54% of the votes cast at the general election" should also have included examples where Liberal governments were elected with less than 50% of popular vote.

  Page 37: "It should therefore be evident that government will be more stable, more efficient, and more workable when almost all the seats in the House of Commons are shared by two major parties, for in these circumstances one party is almost certain to have an absolute majority." It is a matter of disputed opinion whether government such as the 1963-68 Pearson administrations were less efficient or less workable than majority governments.
(Merritt et al., Canadians and Their Government, Dent, 1971).

Negative value judgements are easier to detect and do not require expert knowledge of the history of political minorities. Yet, only four biases were detected for this criterion. This small number, however, may be deceiving if one postulates that some of the previous criteria--inadequate recognition, shallow treat-

ment, neglect to describe forces--suggest a general bias of omission.

Only two texts showed bias in the delicate matter of Quebec's separatist movement. It seems that authors of textbooks either treat the subject objectively or avoid it.

(8) Assign stereotyped roles to political minorities?

Presumably the lack of concreteness and wide range of interpretability of the term "stereotyped roles" could be part of the cause of a complete absence of bias for this criterion. Omission and lack of adequate treatment of political minorities constitute the other part of that cause.

(9) Express bias against political minorities in any other way?

- Bias through omitting to mention occurrences of infringement of the rights of minority groups, such as the outlawing of the Communist party in the '30's and early war years, restrictions of franchise or ownership of property on occasion against Doukhobors, Hutterities, Japanese Canadians, etc.
(Moir et al., Northern Destiny: a History of Canada, Dent, 1970).

As one could probably have expected, little bias was reported with regard to the Canadian Communist party. No other bias was listed under this section which could mean that either the preceding eight criteria cover bias

against political minorities adequately or that evaluators were not certain in what other ways such bias could find expression.

4. Analysis of Findings

The biases presented and discussed in the previous three sections of this chapter have been arranged statistically in Tables V to X. It should be remembered, though, that all biases, regardless of the strength of a bias, are included in this analysis. Care should therefore be taken not to view these data in an isolated way without reference to previous discussions of findings.

Of the 1,719 textbooks evaluated by readers, 78, or 4.5 percent were biased. Table V also demonstrates that the new listings of Supplements 14A and 14B--124 in all-accounted for only 3 of the biased books.

It is clearly indicated in Table VI that the majority of texts found biased referred to labour unions. Data in Table VII, where biases were listed by criteria, make this even more obvious.

To avoid statistical confusion, the following should be clearly pointed out: seventy-eight different texts were found to be biased; because a textbook sometimes included biases against more than one group, this overlap among groups occurred twelve times and accounted for the ninety biased texts; finally, because a textbook often included biases for more than one criterion, the total figures in Table X add up to 104.

Table V

Biased Textbooks by Circular

Circular	Number of Textbooks Evaluated (1)	Biased (2)	Percentage (2) of (1)
14	1,595	75	4.7
14A	50	1	2.0
14B	74	2	2.7
Total	1,719	78	4.5

Table VI

Biased Textbooks by Minority Group

Minority Group	Number of Biased Texts	Percent of N*
The Aged	20	1.2
Labour Unions	56	3.3
Political Minorities	14	0.8
Total (With Overlap Among Groups)	90	5.2
Total (Without Overlap Among Groups)	78	4.5

* N = 1,719 (number of texts evaluated)

Table VII

Number of Biases by Criteria*

Criterion	The Aged	Labour Unions	Political Minorities
1	0	13	3
2	2	12	4
3	4	9	0
4	5	0	4
5	3	19	0
6	0	2	0
7	3	3	4
8	2	1	0
9	4	6	1
For All Criteria	23	65	16

* These biases were contained in 78 textbooks.

It can be seen from Table VIII that most of the textbooks--sixty-two of seventy-eight--contained only one bias. In contrast, only three texts were biased four times. This seems to indicate that the majority of textbooks were not strongly or recurrently biased. Yet one has to be aware, before accepting this point of view, that bias by omission counteracts and neutralizes such an interpretation. The list of textbooks, by frequency of bias, given as Appendix 6, is therefore to be construed as a statistical supplement and follow-up to Table VIII, rather than as a list of biased textbooks in ascending order.

Contrary to findings in other studies, as stated in the Review of the Literature section, the data in Table IX indicate that not texts with an early date of publication but rather texts of late origin contained most of the biases. This observation corresponds to our belief that authors, publishers and textbook evaluation committees simply are unaware of the history, nature, views, contributions and achievements of minority groups. It takes an enlightened, aware, universally educated author to produce a comprehensive, acceptable, unbiased textbook.

Table VIII

Number of Biased Textbooks by Frequency of Biases*

Frequency of Biases	Number of Biased textbooks
One Bias	62
Two Biases	9
Three Biases	4
Four or More Biases	3
Total	78

*See Appendix 6 for a complete list of these texts.

Table IX

Biased Textbooks by Date of Publication

Date of Publication	Number of Textbooks with Bias Regarding The Aged	Labour Unions	Political Minorities	All three Groups
1970 to present	14	29	8	51
1965 - 1969	5	17	6	28
1960 - 1964	1	10	0	11
1959 or earlier	0	0	0	0
Total	20	56	14	90*

*This figure includes an overlap of 12 texts among groups which brings the total number of biased textbooks to 78.

Social studies texts, as is apparent from Table X, accounted for most of the biases found by readers. History (46), Geography (13), Economics (9), Man in Society (3) and Social Studies in the Junior Division (4) constituted seventy-five of 104 biases. A surprising finding was that guidance books contained six rather strong biases.

When analyzed by division, texts listed under Intermediate Division in Circulars 14 made up a large part of the biases, with the balance of the biases distributed over the Senior and Honour Graduation Division. The few biases detected in the Primary and Junior Divisions were mainly attributable to English. A detailed analysis is given in Table X.

Tables XI to XIII give a breakdown of the data of Table X. While English texts account for most of the biases against The Aged, History texts are predominant against Labour Unions and Political Minorities.

Table X

Biased Textbooks by Division and Subject Area for Bias Regarding All Three Minority Groups

	DIVISION					
Subject Area	Primary	Junior	Inter.	Senior	Honour	Total
Accounting						
Commercial			2	2		4
Comm. & Bus. Procedures						
Data Processing						
Economics				7	2	9
English	6	3	3			12
Français			1			1
French						
Geography			4	6	3	13
Guidance			2	4		6
History			27	7	12	46
Home Economics			1		3	4
Industrial Arts						
Law						
Man in Society				3		3
Mathematics						
Music						
Phys. Health and Education			1			1
Science						
Social Studies		4				4
Typing			1			1
Total	6	7	42	29	20	104

Table XI

Biased Textbooks by Division and Subject Area for Bias Regarding The Aged

	DIVISION					
Subject Area	Primary	Junior	Interm.	Senior	Honour	Total
Accounting						
Commercial						
Comm. & Bus. Procedures						
Data Processing						
Economics					1	1
English	6	3	1			10
Français			1			1
French						
Geography				1		1
Guidance						
History			5			5
Home Economics				1	1	2
Industrial Arts						
Law						
Man in Society				2		2
Mathematics						
Music						
Phys. Health and Education			1			1
Science						
Social Studies						
Typing						
Total	6	3	8	4	2	23

Table XII

Biased Textbooks by Division and Subject Area for Bias Regarding Labour Unions

	DIVISION					
Subject Area	Primary	Junior	Interm.	Senior	Honour	Total
Accounting						
Commercial			1	2		3
Comm. & Bus. Procedures						
Data Processing						
Economics				7		7
English			2			2
Français						
French						
Geography			4	5	2	11
Guidance			2	4		6
History			16	6	6	28
Home Economics			1		1	2
Industrial Arts						
Law						
Man in Society				1		1
Mathematics						
Music						
Phys. Health and Education						
Science						
Social Studies		4				4
Typing			1			1
Total		4	27	25	9	65

Table XIII

Biased Textbooks by Division and Subject Area for Bias Regarding Political Minorities

	DIVISION					
Subject Area	Primary	Junior	Interm.	Senior	Honour	Total
Accounting						
Commercial			1			1
Comm. & Bus. Procedures						
Data Processing						
Economics					1	1
English						
Français						
French						
Geography					1	1
Guidance						
History			6		6	12
Home Economics					1	1
Industrial Arts						
Law						
Man in Society						
Mathematics						
Music						
Phys. Health and Education						
Science						
Social Studies						
Typing						
Total	0	0	7	0	9	16

SUMMARY AND CONCLUSIONS

A total of 1,715 textbooks were evaluated of 1,776 texts listed in Circular 14, 14A and 14B. Each book was read at least once; social science texts and those texts found to contain bias on first reading were read twice. In this way, 211 readers were employed; altogether, 104 biases were found in the texts evaluated. These biases were located in 78 different books. (See Appendix 6)

Bias against The Aged was found twenty-three times in twenty textbooks. The findings were distributed over seven, of nine, evaluation criteria. indicating that no particular prejudice was prevalent.

Story books for primary and junior English, however, accounted for most of the biases that referred to degrading limitations or condescensions of the aged, and to illustrations portraying their unequal and segregational status. Neglect to mention opinions and views of the aged, to include adequate reference of their participation in events, to recognize their achievements and contributions in all fields of life--constitutes the main bias against the aged. Yet, only few biases of this kind were found. This suggests that the nature and the content of most textbooks does not pertain and is not related to particular age groups. Of the texts investi-

gated, only 1.2 percent contained biased statements; of these, most were of a mild nature. This leads us to conclude that, in general, textbooks listed in Circular 14 and supplements contain very little bias against the aged.

Of the three biases investigated, bias against labour unions was reported most frequently. It was found 65 times in 56 different texts. Bias by omission--in not giving credit to labour unions for material and social benefits, and in not giving fair representation to the history and nature of the labour movement--accounted for half of the biases found. Negative statements about unions--by blaming them for inflation, trouble, inefficiency, slow growth; and by criticizing them for strikes, union dues, closed shop, picket lines--accounted for most of the other biases. Compared with those of the aged and political minorities, biases against labour unions were stronger and more applicable to the type of text in which they were found. Lack of information on labour unions, and better and more communication between labour unions and the public, (in this case, the authors and publishers of school textbooks) could help reduce the number of biased statements in textbooks. In conclusion, although only 3.3 percent of the textbooks investigated contained bias against unions, this bias was much stronger and more justified than that found against the aged and political minorities.

Bias against political minorities was found eighteen times in 14 books; it occurred least frequently of the three groups of biases investigated. Omission--by giving undue stress to parties in power, by mentioning and quoting actions and achievements of leaders of majorities, and by giving a shallow treatment of political minorities to Canada's growth and development--accounted for two-thirds of the biases listed. Negative value judgements about political minorities accounted for all other biases. It is important to note, however, that most biases listed under the heading "political minorities" were not included in the statistics of "Bias", but were given as Appendix 4, because they were not considered a "political" minority by the authors of this report. The groups thus excluded were the Indians, the French (as ethnic group), the Irish, and women. In a strictly political sense then, bias against political minorities was found in 0.5 percent of the texts investigated. The strength of the biases is difficult to evaluate because of the aforementioned criteria of omission. In addition, those biases that reflect a negative value judgement appear stronger when isolated and taken out of context.

AFFECT OF BIAS ON STUDENT ATTITUDES

No attempt was made to test the affect of the biases found on student attitudes empirically. Instead, the remarks that follow are based on an analysis of the findings of this study.

Of the three biases investigated, we believe biases regarding labour unions to have a fairly strong affect on student attitudes. Mere neglect to mention the labour movement at all will give students the impression that a small number of Canadians are part of labour unions while in reality a high percentage of the labour force is unionized. Students will also be led to believe that all material and social benefits--such as minimum wages, paid holidays, pensions, and many others--came about through activities of politicians, with no, or minimal, trade union involvement. On the other hand, unions are mentioned, though unfavourably, when strikes, picket lines, dues, closed shops, and violence are discussed, a view that is further strengthened by daily newspaper coverage of these topics. Students can easily get the impression that unions came to stand for something negative, for inconvenience because of strikes, for unjustified claims, and ultimately, for higher prices.

Authors of school textbooks in all disciplines seem hesitant to deal adequately with labour unions.

They deal hardly at all with professional and semi-professional organizations, associations, institutes, and federations, which often perform union-like functions but shy away from any association with unions. The topic of unionism is a delicate one and is therefore omitted in most cases. Student attitudes, affected by omission and unfavourable mention in school years, most likely will undergo a revision in later years of life.

In our opinion, labour unions should receive more credit and more mention in school textbooks. Labour unions themselves can help bring this about by supplying information about their history, contributions and accomplishments and by communicating this information to the public through appropriate and effective channels.

Biases regarding the aged and political minorities are not pronounced enough--other than bias of omission--to affect student attitudes in a negative way. It is, of course, debatable to what extent either the aged or political minorities should receive mention and recognition in school textbooks. The readers of the texts in this study tend to think that coverage of these two minorities is fairly adequate. Representatives of the two groups may think a more extensive treatment to be desirable.

It is true that a few elementary English books

contained sections that portrayed the aged unfairly. But these sections were often part of stories and fairy tales. Their affect on the attitudes of students will probably not be significant; the younger students know quite well, in most cases, that a story and reality is not the same.

Political minorities accounted for the lowest number of biases because of the exclusion of biases found against the French, Indians, other ethnic minorities and women. Some of these may well have a strong affect on student attitudes, as reported and discussed in other studies. (Nelson, 1970; McDiarmid and Pratt, 1971; Textbook Analysis Nova Scotia, 1974; Manitoba Indian Brotherhood, 1972.

The findings of this report could be used to conduct an empirical investigation to determine the strength of biases found, other than that of omission, by measuring their affect on student attitudes. In this way a measurable relationship could be established between biases and student attitudes. For the purpose of this study, the preceding, hopefully objective and logical deductions had to suffice.

RECOMMENDATIONS

Based on the findings and analysis of this study, we recommend that

1. Authors and publishers of school textbooks be encouraged to give an objective and balanced view of their topic by including references to, and by excluding biases against, the aged, labour unions and political minorities.

2. Textbook committees evaluating books for inclusion in Circular 14 use the criteria list of this report (See Appendix 1), and of similar reports, to assist them in their assessment of school texts.

3. Channels of information-input be provided for minority groups to express their views, history and contributions.

4. Action be taken to eliminate bias against Indians, a finding related to bias against political minorities, as suggested also in other, earlier studies.

5. Textbooks containing more than one strong bias against the minority groups investigated in this study be changed to delete these biases when they are being revised or reprinted.

6. A panel of textbook evaluators be provided with a set of criteria guidelines, selected and phrased in such a careful manner as to include provision for deletion and eventual elimination of biases against minority groups.

7. Such a panel of textbook evaluators be flexible and dynamic, made up of a diverse and broad spectrum of society, with special emphasis on representation of minority groups and of experts in the respective fields of study.

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APPENDIX 1

Evaluation Report on Bias in Textbooks

Regarding LABOUR UNIONISTS

The term "labour unionist" refers to any member or advocate of a trade union.

Does this textbook -

	Place checkmark		
	yes	no	not applicable
(1) Neglect to give credit to labour unions for material and social benefit? (such as minimum wages, better working conditions, pensions, paid holidays)			
(2) Blame unionists, by open mention or implication, for "a faltering economy", "trouble in industry", "higher prices", "slow growth", "retarding technological advances", promoting inefficiency", or similar statements?			
(3) Make unfavorable mention, open or implied criticism of union dues, strikes, closed shop, picket line, union bosses, seniority provisions, or other such terms?			
(4) Make any statements which are contrary to the acknowledged rights of union members, as laid down in labour legislation? (such as the right to organize and the right to engage in legal work stoppages)			
(5) Omit altogether or not give fair representation to the history and nature of the labour movement, when in your opinion the nature and content of the text warrants their inclusion?			
(6) Include pictures, drawings, graphs, or statistics which portray labour unions in an inaccurate, derogatory light?			
(7) Describe labour unions with unfavorable connotation, while management is described favorably, being credited with all positive developments? (for instance, describe labour unions as interfering with management's right to manage)			
(8) Emphasize the struggle between national and international unions rather than the struggle of labour in its attempt to influence management?			
(9) Contain any other outright or implied bias, prejudice or discrimination against labour unionists, not mentioned in 1 - 8?			

Note: Whenever your answer is "yes", quote the biased section of the textbook on the back of this page, and indicate the page number quoted from.

Evaluation Report on Bias in Textbooks

Regarding THE AGED

No definite age limit is associated with "**the** aged"; but the term implies having lived long, being retired, pensioned, or being too old to find employment.

Does this textbook -

	Place checkmark		
	yes	no	not applicable
(1) Directly, or by implication, portray the aged as being a social problem and a burden on society, rather than as valuable contributors to our society?			
(2) Compare or link the aged to welfare recipients or to other such terms, which imply negative value judgments about the aged? (such as being inactive, or always ill)			
(3) Neglect to mention, in obvious places, the opinions and views of the aged?			
(4) Imply or state unfair and degrading limitations or condescensions of the aged?			
(5) Include illustrations and photographs which give unequal and segregational status to the aged?			
(6) Include inadequate reference to participation by the aged in historical events and to the impact of these events upon them?			
(7) Provide inadequate recognition of present and past achievements and contributions of the aged? (often in positions of leadership and centrality)			
(8) Give non-comprehensive and inaccurate representation to the aged in all fields of life and culture?			
(9) Involve prejudice and discrimination against the aged in any other way?			

Note: Whenever your answer is "yes", quote the biased section of the textbook on the back of this page, and indicate the page number quoted from.

Evaluation Report on Bias in Textbooks

Regarding POLITICAL MINORITIES

A "political minority" can be any small group in Canada organized for political activity, which may include any of the following groups: language, religion, ethnic, political, racial.

Does this textbook -

	Place checkmark		
	yes	no	not applicable
(1) Give undue stress to a party in power without providing adequate recognition of minority parties?			
(2) Mention quotes, actions and achievements of leaders of majority groups only?			
(3) Advance the melting pot theory, whereby political minorities are expected to "melt" into the ways of the majority?			
(4) Give a shallow treatment of contributions of political minorities to Canada's growth and development?			
(5) Include drawings or pictures ridiculing political minorities?			
(6) Neglect to describe forces that have prevented some parties from reaching full potential or from becoming popular?			
(7) Use words which may imply negative value judgments about political minorities?			
(8) Assign stereotyped roles to political minorities?			
(9) Express bias against political minorities in any other way?			

Note: Whenever your answer is "yes", quote the biased section of the textbook on the back of this page, and indicate the page number quoted from.

Concernant les TRAVAILLEURS SYNDIQUES

terme "travailleur syndiqué" se rapporte à tout membre ou tisan d'un syndicat de travail.

-ce que ce manuel:

	Répondez en mettant un crochet		
	Oui	Non	Ne s'applique pas
(1) Omet de reconnaître les avantages matériels et sociaux des syndicats de travail? (tels les salaires minimums, les pensions, les jours fériés payés et de meilleures conditions de travail).			
(2) Blâme les syndicalistes, ouvertement ou par insinuation, de causer "une économie défaillante", "des difficultés dans l'industrie", "des prix élevés", "une extension lente", de ralentir les progrès techniques, de promouvoir l'inefficacité ou autres affirmations semblables?			
(3) Fait une critique défavorable, ouvertement ou par insinuation, des cotisations syndicales, des grèves, de l'atelier fermé, de la ligne de piquetage, des chefs de syndicat, des prestations d'ancienneté, ou d'autres termes semblables?			
(4) Fait toute autre déclaration contraire aux droits reconnus des syndiqués, tels que stipulés dans la législation du travail? (le droit d'organiser la cessation de travail légal et le droit d'y participer par exemple).			
(5) Omet entièrement de mentionner l'histoire et la nature des mouvements ouvriers ou en déguise la vérité lorsque selon vous, la nature et le contenu des textes justifierait une telle mention?			
(6) Contient des images, dessins, graphiques ou statistiques qui représentent fautivement ou péjorativement les syndicats de travail?			
(7) Décrit les syndicats de travail sous une lumière défavorable et la gestion sous une lumière favorable? (par exemple, on reconnaît dès progrès positifs à la gestion et on décrit les syndicats comme intervenant aux droits admitratifs de celle-ci).			
(8) Accentue davantage les débats entre les syndicats nationaux et et internationaux au lieu d'accentuer les débats de la main d'oeuvre organisés afin d'influencer la gestion?			
(9) Contient tout autre parti-pris non-mentionné dans les numéros 1 à 8, parti-pris "direct" ou insinue, préjudice ou discrimination contre les travailleurs syndiqués?			

Note: Chaque fois que vous répondez "oui", citez la section "discriminatoire" du manuel au verso de cette feuille et indiquez le numéro de la page du manuel en question.

Rapport d'appréciation sur les manuels exprimant un parti-pris

Concernant les PERSONNES AGEES

148

Le terme "personne âgée" ne s'applique à aucune limite d'âge en particulier; il suppose "avoir vécu longtemps, avoir pris sa retraite, recevoir un fond de retraite ou "être trop âgé pour trouver du travail".

Est-ce que ce manuel:

	Répondez en mettant un crochet		
	Oui	Non	Ne s'applique pas
1. Présente, directement ou par insinuation, la personne âgée comme un problème et un fardeau pour la société au lieu de souligner son apport à cette société?			
2. Compare ou associe la personne âgée à un bénéficiaire de bien-être social ou insinue tout autre affirmation équivalente qui implique des jugements de valeur négatifs? (Tel le fait d'être inactive ou toujours malade?)			
3. Omet de mentionner, à des endroits évidents, les opinions et les points de vue de la personne âgée?			
4. Insinue ou affirme d'injustes et de dégradantes limitations ou des condescendances de la part de la personne âgée?			
5. Contient des illustrations et des photographies qui donnent aux personnes âgées un statut inégal ou ségrégationniste?			
6. Renferme des renseignments inadéquats sur la participation de la personne âgée aux événements historiques et sur l'impact de ces derniers sur elle?			
7. Reconnaît inadéquatement les accomplissements et l'apport présents et passés de la personne âgée? (souvent dans des postes-clés de direction).			
8. Attribue à la personne âgée une représentation incompréhensive et inexacte dans tous les champs de travail et dans le domaine culturel?			
9. Comporte tout autre préjugé ou discrimination non-mentionnés dans les numéros 1 à 8?			

Note: Chaque fois que vous répondez "oui", citez la section "discriminatoire" du manuel au verso de cette feuille et indiquez le numéro de la page du manuel en question.

Rapport d'appréciation sur les manuels exprimant un parti-pris

Concernant les MINORITES POLITIQUES

I La description de "minorité politique" peut comprendre tout petit groupe organisé au Canada en vue d'un activité politique autour des intérêts suivants: la langue, la religion, l'ethnie, la politique, la race.

Est-ce que ce manuel:

	Répondez en mettant un crochet		
	Oui	Non	Ne s'applique pas
(1) Accentue, sans nécessité, le parti au pouvoir au détriment des partis minoritaires?			
(2) Rapporte seulement les paroles, les actes et les accomplissement des dirigeants des groupes majoritaires?			
(3) Soutient la théorie du "melting pot" selon laquelle on s'attend à ce que les minorités politiques se conforment aux modes et aux méthodes de la majorité?			
(4) Mentionne très brièvement et en surface l'apport des minorités politiques au progrès et à la croissance du Canada?			
(5) Contient des images ou dessins discriminatoires aux minorités politiques?			
(6) Omet la description de forces qui ont empêché certains partis d'accéder à un potentiel complet ou de devenir populaire?			
(7) Utilise, au sujet des minorités politiques, des mots pouvant impliquer des jugements de valeur défavorables?			
(8) Assigne aux minorités politiques des rôles stéréotypés?			
(9) Exprime, de toute autre façon que celles mentionnées aux numéros 1 à 8, un parti-pris contre les minorités politiques?			

Note: Chaque fois que vous répondez "oui", citez la section "discriminatoire" du manuel au verso de cette feuille et indiquez le numéro de la page du manuel en question.

Faculty of Education - University of Ottawa

EVALUATION CONTRACT APPENDIX 2 150

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To evaluate the textbook named below by the Evaluation Return Date: _____

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I shall undertake an evaluation of the above-named textbook under the headings indicated on the assignment sheet.

My report is to be considered confidential.

I am not the author or co-author of a textbook presently listed in Circular 14 or its supplements nor am I under contract to write, edit, or otherwise assist in the preparation of such textbook planned for submission to the Ministry of Education, Ontario.

I agree that my remuneration for this service will be $_____.

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Please return to: Patrick Babin, Ph.D.
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1245 Kilborn Ave., Ottawa, K1N 6N5

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J'ai l'intention d'évaluer le manuel mentionné ci-dessus sous les rubriques données sur la formule ci-jointe.

J'enverrai mon rapport, qui pourra être manuscrit, sur des feuilles spéciales ci-jointes.

Ce rapport sera considéré comme strictement confidentiel.

Je ne suis ni l'auteur ni le coauteur d'un manuel figurant actuellement sur la circulaire 14 sur le sujet ci-dessus, au niveau donné; je n'ai en outre signé aucun contrat pour rédiger, éditer ou collaborer de toute autre manière à un manuel de ce genre devant être présenté au ministère de l'Education.

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APPENDIX 3 - RELATED BIAS

Francophones

(3) Advance the melting pot theory, whereby political minorities are expected to "melt" into the ways of the majority?

- This book does not pretend to be a definitive history of the Commonwealth, but possibly in a text compiled for use in Canadian schools there could have been a reading included which gave the French-Canadian attitude to the Commonwealth (particularly in the 1900-1914 era). The excerpt on Laurier (p. 40-2) does not really present the minority French-Canadian position on ties with Great Britain. (Lower, Self Government, McClelland & Stewart, 1968).

- "Quebec is as French as she was then and has made as little progress in almost everything as she has toward becoming British."
(Page, Imperialism and Canada, 1885-1903, Holt, 1972).

- Page 3-4: Discussion of British Commonwealth case laws: "...represent excellent legal reasoning and expound general principles which can be accepted by all people. In Canada, all provinces except Quebec pay a great deal of attention to what is known as case law..." "under our English common law".

  The title includes the word "Canadian" but does not discuss Quebec law--examples and discussions include other provinces.
(Spetz, Can I Sue?, Pitman, 1974).

(7) Use words which may imply negative value judgements about political minorities?

- "...the petty prudence, the unadventurous economy of the French." (p. 34)

  "The French Canadians, with their primitive shrewdness and native parsimony,..." (p. 51)
(Cook et al., Constitutionalism and Nationalism in Lower Canada, University of Toronto Press, 1969).

- This book is composed almost entirely of quotes from the period when conscription was being discussed. As such they contain many biased opinions of one political group against another--those for, and those against. There is no introduction at the beginning of the book to prepare the student for these biased opinions.

  They speak as though the French, who were opposed to conscription, owe whatever good life they have attained, to the English; e.g., p. 1: "The defeat of England, the dismemberment of the Empire, would signify for him the loss shortly of all that makes up his life."

  Such were the opinions of the day, however, and cannot be disputed. Slightly less space is given for dissenting views on conscription.
  (Craft, Conscription, 1917, Wiley, 1972).

- "...French Canadians...They will have a challenge--to catch up with the English..." (p. 384)
  (Krueger et al., Urban Problems: a Canadian Reader, Holt, 1971).

- "...a funny-looking old man dressed like a woodsman...I am Pierre LeBlanc..." (p. 301)
  (McIntosh et al., Stories of Fun and Adventure, Copp Clark, 1964).

- There are no comparable poems in broken French poking fun at an English speaking person who cannot speak French well. (p. 328-9)
  (Turner et al., Story Caravan, Holt, 1962).

The third and seventh criteria of the evaluation report on bias regarding political minorities included the above comments and quotes. Some evaluators interpreted these criteria to embrace negative value judgements against Francophones in general, rather than against the French as a political group.

It can be assumed that some of the evaluators did not list biases against Francophones as an ethnic

group. The preceding biases, therefore, cannot be considered the only ones but constitute only a partial list.

(4) Give a shallow treatment of contributions of political minorities to Canada's growth and development?

- The contributions of Métis people to Canada's development are not mentioned. Métis are mentioned only in connection with the Rebellion of 1837 and described as "trouble makers" (p. 290).

  Also, Riel is given unfair treatment, as contained in the statement on page 301: "It was argued in his defence that he had only been trying to help his people, and also that his strange behaviour showed he might be insane. On the other hand, he had twice led a revolt against the lawful government of the country."
  (Brown et al., Canada in North America 1800-1901, Copp Clark, 1961).

- A non-comprehensive treatment of the minority group of the native Indians. Apart from a brief section at the beginning of the book dealing with Amerinds (p. 13-19) the text gives the impression that an empty country was being settled by Europeans. In the Quebec section reasonable weight is given to reciprocal European-Indian contact (p. 30, 34, 51). The parts of the book on early settlement in Newfoundland (p. 109-117), N.S. (p. 118-122), N.B. and P.E.I. (p. 132-142), B.C. (p. 307-313), have only a few words about the Indians. On the prairies, the Métis receive adequate coverage (p. 279-289), but the chief reference to the Indians is on p. 290: "The Indians declined in the same way, establishing themselves after 1870 on reservations and ceding by treaties their rights to the prairies."

  The problems of contemporary Indians are mentioned in the middle of a paragraph drawing attention to the extension of urban social services and values to rural areas. (p. 506)
  (Cornell et al., Canada: Unity in Diversity, Holt, 1967).

- The role of Indian people, voyageurs and others concerned with the fur trade in Canada is given very shallow treatment: "In those days, the trapping and skinning of the animals were left to the Indian peoples...it represents only a small part of Canada's annual output." (p. 301)

Eskimos are expected to "adjust themselves to the new situation." (p. 315)
(Harris, Basic Geography, Longman, 1965).

- The contributions made by Indian people to Canada's growth and development have been overlooked as in nearly all textbooks. They are portrayed as "forces to be overcome", much like the climatic and geographical hazards of the land had to be overcome by the courageous and resourceful pioneers. Page 39 is an example: "With its searing heat, dust and hostile Indians, it was a region to be passed through quickly."
(Langman, The Great Plains: the Anatomy of a Region, McGraw-Hill Ryerson, 1970).

- In the context of this book, the native people are treated superficially. The main emphasis is on the development of the north.

  Page 38: An Indian expresses his fears concerning the disappearance of the traditional life style. But on p. 40-1, the questions presented seem to be "leading questions" and imply that progress is important. For example, on page 40: "Write a brief report on the Old Crow situation from the point of view of the research companies. From your report, prepare a chart listing values held by (a) companies and (b) the Indians who lived in the area. Which of these values are in conflict? (For example, the companies value building pipelines as easily and quickly as possible. They value the Indians as individuals who can help companies build that pipeline. What do the Indians value?)"
  (Radley-Walters et al., The Arctic: Canada's Last Frontier, Thomas Nelson, 1973).

- Page 3: "And how easy it must have been to depreciate the Indian contribution to victory and enhance Indian responsibility for defeat, with a monopoly of history." Why? It should go on to explain the contributions of the Indians in the development of Canada; it should never leave a sentence such as this alone--it gives the impression that the Indians were responsible for defeat.
  (Steele, Guerillas and Grenadiers, McGraw-Hill Ryerson, 1969).

- Except for page 19, and page 60, "The Fate of the Red Inhabitants...the Race barely lingers in existence", the Canadian Indians are given no credit for

their part in the early development of Upper Canada. (Williams, Early Days in Upper Canada: Experiences of Immigration and Settlement, 1790-1840, Gage, 1972).

(7) Use words which may imply negative value judgements about political minorities?

- Indian tribes are described as "warlike" (p. 24) and "fierce Indian tribes" (p. 36). Both of these words imply a negative value judgement. (Brown et al., Canada in North America 1800-1901, Copp Clark, 1961).

- Le mot "sauvages" désignant les indiens. (p. 56, 61, 68, 95, 134, 178, 187) (Brown et al., Notre histoire, Copp Clark, 1952).

- Page 57: "Ils (indiens) massacrent les occupants de la façon la plus barbare."

  L'explication des massacres peut être vue comme un exposé qui exagère la cruauté des indiens. (Frère Charles, Les deux Canada, Thomas Nelson, 1961)

- En général parle trop peu des indiens et de leur rôle, etc.

  The impression to the historians of early colonization is that the country is void of people. The Indian is on the same level as animals, either exploited, exterminated or "trained" according to their usefulness to pioneers. No mention is made of their own culture. (p. 33, 36, 55) (Cornell et al., Canada: unité et diversité, Holt 1971).

- "He worried about their false beliefs". "He grew fond of them as one grows fond of children..." (p. 97) These are not quotes from Champlain--instead, they seem to be expressed as beliefs of the author of the text. Page 107 is a contrast, in that it presents attitudes Champlain held in quotes.

  Although the term "heathen savages" (p. 107) is given within quotation marks the attitude of the author of this book is deplorable. The Indian only too frequently is treated either as an invert object of condescension and pity or as a villain. The

author argues that the Indians were living "...like brute beasts."

The viewpoint of the author on the Huron Medicine Men, "who tried to poison the Hurons' minds against the priests", is highly prejudiced.

It is not conducive to fair judgement to say, as she does (p. 111), that "shrieking with joy they (the Iroquois) murdered all the Hurons they could find."

Page 133: The same image (as on page 97) - Indians as children: "They shouted and laughed like happy children." What do happy adults do?

Altogether, in its attitude to native people, this book is in the worst possible tradition of history. (Deyell, Canada, A New Land, Gage, 1958).

- The use of the word "massacre" has a definite negative value judgement and is used in this text, as in nearly every text, entirely in connection with Indian wars or Indian people. The word is used three times on page 24 and twice on page 40. (Field, From Sea to Sea, House of Grant, 1962).

- Page 81: Canadian Indians are referred to as "savages" - a derogatory term for a people who were, after all, really defending their homeland against the encroaching white men. "St. Marie was one of ten Jesuit...Most important, it was a centre of Christianity in a land of savages."

"Savages" is also used on page 84, but this is a quote from Jesuit writings.

Pages 134 and 138 also refer to Iroquois as "savages". Modern day Canadian Indians object to their forefathers being referred to as "savages" since they were not more "savage" than the White Man.

"You don't remember your grandfather, of course. He was killed while pursuing the murderous Iroquois after they massacred the poor people at Lachine."

Page 247: "In the course of the play, one of the braves...the squaws had hidden..." (Field et al., Land of Promise, House of Grant, 1960).

- Page 22: "This fierce, bloodthirsty nation had forced some of the smaller tribes to flee up the

Fraser River..."
(Forrester et al., Understanding Communities, Fitzhenry and Whiteside, 1972).

- "...torturent et massacrent des centaines de Hurons." (p. 84)

  Page 85: Toujours, les indiens sont discutés par rapport aux religieux et aux colons. Ils sont souvent l'enemmi: "Les Iroquois incendient l'une après l'autre les missions...torturent et massacrent..."

  Page 188: De temps en temps, un indien est héros mais il est encore décrit avec condescendance: "Dès sa petite enfance, Catherine se montra intelligente, adroite, aimable d'un amour de travail très rare chez la femme sauvage."

  "...quelques jeunes sauvages, rôdant aux environs ..." (p. 293)

  "Les sauvages" (p. 66, 196, 198, 226)
  "tribu sauvage..." (p. 253)

  On ne cite pas les accomplissements des indiens, mais les victoires des religieux et des colons sont accentuées. (p. 379)
  (Gascon et al., La vie canadienne, Thomas Nelson, 1954).

- "The employees of the department of government charged with enforcing law and order arrived too late to prevent the cruel killing of the white citizens by the savage original inhabitants of the country."
  (Gummow, Construction and Creation 4, Clarke, Irwin, 1966).

- Page 160: The use of the word "primitive" is applied to the North American Plains Indians and Eskimos. In contrast, "civilized" man is used to refer to people upon whom "the effects of natural vegetation...are neither direct nor so obvious."
  (Harris, Basic Geography, Longman, 1965).

- This book deals basically with physical environment and resources, and comments about people are a minor part of the content. However, the terminology used about non-Europeans consistently implies that, in the past, they were hostile and warlike and, at present, they are primitive, backward, and politically unstable. This is not balanced by a sugges-

tion that Europeans were usurping their land and were also belligerent.

"Everywhere, too, there was the problem of dealing with the original settlers of the Americas - the native Indians. (p. 5)

"This kept them (Indians) from developing an advanced society or a stable form of community life. (p. 6)

Viking settlements were "wiped out by the natives." (p. 8)

"Savage Indian attacks on settlers and travellers", "...hostile Indians moved to reservations." (p. 100)

One of the menaces facing people of the Gold Rush: "some were killed by Indians." (p. 132)

During the building of the Panama Canal, "revolts among the native people of Panama...did not help matters." (p. 189)

"The Spanish explorer Orellana...was attacked by savage long-haired Indians." (p. 241)

Except for "gold greedy Spaniards showing cunning and cruelty" (p. 306-7) the natives referred to do not live in Canada. However, because of the generic name "Indians" a reader of this book might apply the unfavourable stereotype to the political minority of Indians in Canada.
(Hildebrand et al., Beyond Our Borders, Holt, 1962).

- "Les trois indiens": inexactitude dans l'histoire et les dessins - costumes des tribus des prairies, totem typique de la côte du Pacifique. Nom "Bing-Bang Chtetoc" ridiculisant. (p. 117-26)

  Page 31: "sauvages hurons". A noter que le texte cité est ancien et que cette expression ne s'applique pas à la situation moderne.
  (Laferrière et al., Le français vivant, 1er livre, Les Editions françaises, 1971).

- All words applied to Indians are negative:
  "Superstitious Indians" (p. 6)
  "Warlike Indians" (p. 39)
  "Hostile Indians" (p. 39)

  "The Beothuk...scalps" - a junior division pupil of European lineage would be unlikely to grasp the enormity of the crimes of genocide involved here. How did the Micmacs become involved? Who paid the bounty? (p. 21)

Page 23: "pure blooded" - many native people find this term objectionable--applicable to race horses or show dogs. Ref: Walter Curry, Chairman, Human Rights Commission, Ontario.

"...pet...treatment"!!! (p. 77)

"Genius for social organization as the Iroquoians" - there seems to be implied superior intellectual capacity--is this supportable? What about environmental factors? (p. 78)

"Useful and efficient assistants". (p. 193)

"State of savagery" - there must be a more appropriate word. (p. 336)

"Adopt white ways...too" - implies superiority of "white ways". (p. 340)

This is really a very good book-well written with fine illustrations--and full of information. There are places in the text where the author recognizes and cautions against bias and the development of prejudice. In spite of the author's good intentions in this area the text is, in my opinion, riddled with subtle bias and unnecessary value judgements.
(Leechman, Native Tribes of Canada, Gage, 1958).

- Page 10: "Maman, il y a des centaines de sauvages qui se préparent à camper sur le bord de la rivière, près d'ici." "...Pas des Iroquois, hein?...j'en ai entendu parler, de ces sauvages-là."
(Longpré, Le français à l'école active, 6e année, Editions Ecole active, 1967).

- "One such group were the Métis who had lived happily in the Red River settlement for many years. Métis are often referred to as half-breeds." (p. 9) This is a derogatory term even with the explanation.

Riel and Smith came to an agreement--he arrested and executed, without a fair trial, a young Canadian, Thomas Scott. (p. 11)

Half-breeds and Indians. (p. 4)
(Mayles, Building the C.P.R. 1871-1885, Collier-Macmillan, 1974).

- "And sometimes I'm an Indian sly,
Who waits to shoot the passers-by."
(McIntosh et al., Carousel 1, Corp Clark, 1965).

- The book displays a blatant prejudice against Canada's Indians. The chapter "These Were Our People" is rife with reference to Indians as either cowardly savages or misguided children.

  "Poor souls, they fancy in every living thing a spirit good or evil, that claims their worshipping ...the wonders wrought for them through the Gospel of St. John." (p. 243)

  "The heathen savages" (p. 246)

  "They (the Iroquois), ignorant of the weakness of the garrison, showed their usual reluctance to attack a fortified place, and occupied themselves with chasing and butchering the people in the neighbouring fields." (p. 266)

  Never is this attitude tempered by the viewpoint that Indians fought to retain their very way of life, and that two wonders wrought for them by the "Gospel" are genocide and cultural sublimation. (McIntosh, et al., High Flight, Copp Clark, 1951).

- Words and choice of incidents tend to give a negative stereotype to the minority group of the native Indians. I think the intention of the authors has been to give a factual, unbiased account of both Indian culture at the time of contact, and of the good and bad influences of Europeans upon them. (p. 13-20) There is also reference to the disadvantaged position of native people in contemporary Canada, and efforts to solve their problems. (p. 493-99) However, the detailed references to Indians in the text deal with them mainly as a menace to settlements and as taking sides in the fur trade. They appear to be backward, warlike and cruel.

  "Indians' homes were no more than rough shelters of skin or bark, smoky, noisy, and dirty because several families lived and cooked in each lodge." (p. 15)

  The traditional wars of the Iroquois and Hurons, a "cannibal victory feast." (p. 43)

  Iroquoian destruction of Huronia, the martyrdom of Brébeuf and Lalemant "with unspeakable tortures." Also a picture of the death of Father Jogues. (p. 50-2)

  "Attacking hordes" of Iroquois against Dollard. (p. 53)

  Details of the necessary policy of New France to crush the Iroquois "to remove both the menace of

attack and the Iroquois blockade of fur trade routes to the west." (p. 82-95) Denonville attacked and dispersed the Senecas, a "preventative war", whereas when the Iroquois killed 66 settlers their "barbaric cruelty" is noted. (p. 90)

In Acadia, "Although the Indians were numerically insignificant, their hostility towards the English, which was encouraged by annual presents from the French government, was a constant threat to the peace of the colony." (p. 106-110)

"Savage raids by Canadians and Indians that brought burning and scalping to many New England frontier settlements." (p. 110)

There are no counterbalancing references to European aggression against the Indians, such as the extinction of the Beothuk of Newfoundland or the Cyprus Hills massacre of 1873. Very brief references deal with organized Indian responses to problems created by European expansion and contact (Pontiac, p. 127; Tecumseh, p. 173) or to the destruction of the Indian way of life (except p. 307-8 re Riel and the Métis).
(Moir et al., Northern Destiny: a History of Canada, Dent, 1970).

- "Ugh! Ugh! Me no like."
"Scalp um! Scalp um! Cut um into pieces! Make jerked venison out of um! Yow-hee! Yow-hee!
(He gives a blood-curdling war-whoop.)"

"...the Iroquois flaunted the fresh scalps of his dead friends."
"...Indians yelled and howled like so many wolves..."
"The one passion of the savage nature is bravery."
(p. 110)

"Anyway, I don't know much about Indians, except their scalping and burning prisoners and going on the warpath and things like that." (p. 257)

The implication is given that these were the major activities of the Indians of the past.
(Pierce et al., My World and I, McGraw-Hill Ryerson, 1958).

- La visite du coureur des bois - Utilisation du mot "sauvage" pourrait-être vexante pour l'élève d'origine indienne. On semble aussi étaler peut-être un peu trop la naiveté de l'indien qui accepte des "pécadilles" contre de riches fourrures.
(p. 11 et 12)

Usage nouveau du mot "sauvage". (p. 20)

Description de cruantés faites par les Hurons aux martyres pourrait s'appliquer à la 7e remarque: Il semblerait que ce gentre d'allusions devraient être réservées à un manuel d'histoire plutôt que de composition française. (p. 66)

"Infidèles" (p. 67)
"Sauvages" (p. 85)
(Proulx, La composition française, Thomas Nelson, 1969).

- Page 45: The word "slaughtered" seems too strong a term to me. The author also used the word "slaughtered" on page 47, and page 74, in ways that are more emotional than objective.
(Ricker et al., Europe and a Wider World: the Rise and Fall of Empire, Clarke, Irwin, 1973).

- "They (Indians) appeared to be a miserable people, in the lowest stage of savagery, going about practically naked..." (p. 24)

"The savages (Eskimos) looked like Tartars...with long black hair, broad faces and flat noses." (p. 55)

"The Iroquois had just carried out the bloodiest of massacres in which they had fallen upon the sleeping village of Lachine and butchered its inhabitants." (p. 138)

Comments under the picture speak of the "dreadful death" suffered at the hands of the Indians - but they were under the direction of Frontenac's habitant raiders. (p. 141)

"The Indians found barrels of rum...soon their drunken warwhoops were piercing the night, and the massacre began..." (p. 204)
(Rogers et al., Bold Ventures, Clarke, Irwin, 1962).

- "Scalp-hunters, beaded and spangled and bad,
Naked and lustful and foaming and mad..." (p. 185)
(Scott, Sense and Feeling, Copp Clark, 1968).

- Words which imply negative value judgements about Indians are "savage isolation" in describing the environment inhabited by them. (p. 25)

Page 48: "Armed barbarians"
"Thievish" and "turbulent"
(Smith, James Douglas: Father of British Columbia, Oxford, 1971).

- The fact that the author selected these passages in order to give a description of the Northwest in 1802 shows somewhat of a bias on his part. These excerpts perpetrate the idea of Indians as drunken savages, and fail to mention any of their positive qualities:

  Oct 5 - "Wayquatchewine, in a drinking match, stabbed another Indian on the shoulder-blade, but the knife was arrested by the bone, and the wound was not mortal."

  Oct 15 - "Indians going off and returning to plague us for liquor."

  Feb 15 - "Indians drinking at the forst. Tabashaw stabbed a near relation of his own, Mississtaggouine, in six different places in the breast and sides; every stab went up to the handle."

  Apr 8 - "We began to fear the Assiniboines and Cree might steal our horses; they have seemed honest thus far, but they are all horse-thieves."

  Apr 14 - "Indians arriving daily and drinking the proceeds of the spring hunt."

  June 1 - "...the men are weeding, hoeing potatoes, repairing canoes, Indians drinking..."

  June 8 - "...Indians fighting among themselves and with us also..."

  (Sutherland et al., Making Canadian History, Book 2, Gage, 1967).

- Although it is not possible to use a representative selection of historical reports and pictures without including the prejudices of the authors, this book does not make an adequate effort to guide the student to recognize these biases, particularly the depiction of the Indian as an ignorant, lazy, savage people.

  Page 45 (and other places): Use of word "barbarian" to describe Indians.

  Page 93: (Indians are) "improvident and lazy people." (Sutherland, Making Canadian History, Book 1, Gage, 1966).

- "The tribesmen were so accustomed to gambling, drinking, quarrelling, torturing and even eating the flesh of their enemies that they found it hard to change their manner of living." (p. 102)

  "So humble he cared for sick Indians." (p. 163)

- "He was a gracious, charming man, but he could also be a bloodthirsty savage; shouting, dancing and drinking around Indian campfires." (p. 236)

  "An ugly, wooden idol, known to the Indians as Manitou." (p. 452)

  "Like painted devils." (p. 113)
  (Tait, Fair Domain, McGraw-Hill Ryerson, 1960).

- "A whole party of painted braves followed quickly behind. They were almost naked, with heads shaved except for the scalp lock into which feathers and other ornaments had been braided. Single file, with long, loping steps..."
  (Thomas et al., Developing Comprehension in Reading 6, Dent, 1968).

- Je trouve que les mots "sauvages", "sauvagesses" sont discriminatoires pour les indiens du Canada. (p. 61, 97, 109, 147, 161)
  (Trudel, Initiation à la Nouvelle-France, Holt, 1968).

(8) Assign stereotyped roles to political minorities?

- "He protected the Indians by forbidding the sale of liquor to them." (p. 72)
  (Brown et al., Canada in North America 1800-1901, Copp Clark, 1961).

- "Instead, he is a very human but very Indian kind of person" and the story following. What is a very "Indian" kind of person? Joe? Not overly complimentary. (p. 273)
  (Chalmers et al., Safaris 1, Dent, 1968)

- "Relationship with the Indians--ways in which they helped the white man, differences between the two groups, colourful incidents involving Indians." (p. 186)

  Undue influence is placed on the Indian as merely a facet of Canada's history which no longer plays a part in Canadian society.
  (Carver et al., Language Comes Alive 7, Dent, 1961).

- The stereotyped role of warlike Indians is assigned to this minority group in the quote: "Gone are the historic days of the buffalo, the Indian war par-

ties, the cavalry..." (p. 46)
(Langman, The Great Plains: the Anatomy of a Region, McGraw-Hill Ryerson, 1970).

- "A pioneer's log cabin is surrounded by Indians. It is a frightening moment for the pioneer and his family." (p. 37)
(McKenzie, Dent's Speller 7, Dent, 1959).

- Indian braves ride dressed in magnificent embroidered buckskin suits, and behind them ride the squaws and their round-eyed children. (p. 377-8)
(Pierce et al., Under the North Star, McGraw-Hill Ryerson, 1958).

- The stereotyped vision of Indians most people have is portrayed on page 50: "all 'hideously painted... chanting their warlike songs, whooping like demons, and drumming on their canoes by turns with all their might.'"
(Smith, James Douglas: Father of British Columbia, Oxford, 1971).

- "Without pausing, the warriors brandished their hatchets and firearms. They yelled war whoops, and shouted what were doubtless insults and defiances." (p. 52)

  "...caught sight of savage figures stooping over the fallen,..." (p. 146)

  "...the ruthless Indians..." (p. 147)
(Thomas et al., Developing Comprehension in Reading 6, Dent, 1968).

Express bias against political minorities in any other way?

- Treatment of Riel and the Métis neglects to mention the reasons for their action and are at variance with other accounts of Riel's life. Example: "his egotism and lack of humility had soon disqualified him for such training." Bowsfield says Riel left the College of Montreal because of his own decision to pursue law or business. (p. 253) This "barbarous murder" by a "sham court" as Macdonald rightly describes it. The word 'rightly' imposes the author's personal approval on an historically disputable statement. (p. 253)
(Farr et al., The Canadian Experience, McGraw-Hill Ryerson, 1969).

- Page 71: Composition "Newfoundland": "They were unable to survive conflict with the white men." This is a weaseling evasion of the well-known fact that the Beothuk Indians of Newfoundland were deliberately, systematically and ruthlessly exterminated by the European settlers and is calculated to misrepresent and falsify Canadian history in the interest of the dominant majority of European ancestry.
(Moreland, Typewriting for Business Use, Pitman, 1970).

- The book quotes by James Douglas concerning Indian people are very derogatory in nature.

  "He dreaded the sudden ebullitions of temper common to all savages." and many a time it was only his personal coolness and courage that averted bloodshed. (p. 49)

  Douglas advised the miners...not to leave their things exposed to the Indians, who were, he said, "all friendly and all thievish." (p. 67)
  (Smith, James Douglas: Father of British Columbia, Oxford, 1971).

- If it is correct to identify Indians as a political minority then this text does not, throughout its pages, give enough attention to the impact of the white man's arrival on the native population. The single paragraph does not give enough attention to the problems created for the Indians by the white settlers. (p. 60-1)
(Williams, Early Days in Upper Canada: Experiences of Immigration and Settlement, 1790-1840, Gage, 1972).

Many evaluators considered the Indians a political minority and found a large number of biases. Several of these biases were already reported by Nelson in 1970. Others are included in McDiarmid and Pratt's Study (1971), in Textbook Analysis Nova Scotia (1974), and in The Shocking Truth about Indians in Textbooks (1974).

We suggest that those textbooks repeatedly quoted to contain biased sections against the Indians

be either withdrawn or rewritten. The mere number of biases against Indians, when compared to other minority groups, is overwhelming and suggests the need for quick, definite action to eliminate, or at least reduce, these biases.

APPENDIX 3 - RELATED BIAS

Other Ethnic Groups

(7) Use words which may imply negative value judgements about political minorities?

- Story of Negro girl (Amanda), the only Negro in the class. The teacher treats her in a special way--overly concerned with her welfare--perhaps an "inverted prejudice" which is just as unhealthy as negative prejudice. (p. 381)
(Baldwin et al., Voyager 3, Copp Clark, 1973).

- "The town belonging to the colonized people, or at least the native town, the negro village, the medina, the reservation, is a place of ill fame, peopled by men of evil repute. They are born there ...It is a town of niggers and dirty Arabs. The look that the native turns on the settler's town is a look of lust, a look of envy..." (Fanon, The Wretched of the Earth, p. 32) quoted on page 226. (Clarkson, Independent Foreign Policy for Canada, McClelland & Stewart, 1968).

- "The Catholics were, as descendants of Acadian refugees, or of Irish immigrants, understandably among the poorest and most ignorant of the voters of New Brunswick." (p. 76)
(Copp et al., Confederation: 1867, Copp Clark, 1966).

- "Of these the Irish were the most prominent and they kept the town lively. When they weren't feuding with others, they fought among themselves." (p. 75)
The Irish, as an ethnic minority, are portrayed unflatteringly by the above quotation.

  Irish people are described as "Irish rowdies." (p. 88)
(Flint, William Lyon Mackenzie: Rebel Against Authority, Oxford, 1971).

- "I've been vaiting all my life for this moment, ven somevon vould sing me a serenade mit love in it! (p. 28)
New Canadian (old woman has accent) depicted as bad

tempered and violent (throws rolling pin). (p. 28) (Pierce et al., My World and I, McGraw-Hill Ryerson, 1958).

- This booklet treats the contributions of the various groups of immigrants to the Canadian society. In the section dealing with the Irish, it describes conditions before emigration, during emigration, and on arrival.

  On page 20, it describes Irish immigrants as "poor creatures" and ends the article on the Irish with the sentence: "After starving about Quebec for months, the helpless Irishman and his family begin to creep up on the country on charity or government aid, and thus strew the colony with beggary and disease."

  Surely this was not the only contribution the Irish made to Canada. Articles in this same booklet, dealing with other ethnic groups, went on to describe what these other accomplished after settlement.
  (Radley-Walters et al., Canada: Land of Immigrants, Thomas Nelson, 1973).

- "Le chien, tout noir,...semble un nègre révolté." (p. 303)
  (Saint-Jean, Près de la fontaine, Thomas Nelson, 1958).

- "Suburban homeowners are naturally concerned when they know that a Negro family moving into their neighbourhood may well lower the value of their house..." (p. 84)
  (Swatridge, The Bosnywash Megalopolis: a Region of Great Cities, McGraw-Hill Ryerson, 1971)

Biases against the Irish, Negroes, and immigrants were also included under the heading of Criterion Seven, "negative value judgements about political minorities." As with biases found against Francophones, however, these biases are incomplete also, since only a small number of evaluators considered these groups to be "political" minorities.

APPENDIX 3 - RELATED BIAS

Women

(7) Use words which may imply negative value judgements about political minorities?

and

(8) Assign stereotyped roles to political minorities?

- Throughout this book, the examples used generally involve men or boys rather than women or girls. Although there are some examples in which women are used, the majority employ men; e.g., page 101:

  1. The nominative case is used in the following:
     a. The child fell asleep. He slept all night.
  2. The subjective completion:
     a. Mr. Reid is the principal. It is he who decides.
  3. The nominative in apposition:
     a. Mr. Jones, the accountant, retired.

  See also pages 23, 39, and 43, for further examples. (Kuska et al., Spelling in Language Arts, Book 9, Thomas Nelson, 1965).

- If one considers Women as a political minority, then perhaps the following sentence from page 118 is a bias: "Best of all, perhaps to the girl who is earning her living is the satisfaction of feeling that she is a useful citizen." It implies, perhaps, that one must work outside the home to be useful.

  It could be argued also that a bias appears in that all photos of persons typing are those of females. On the other hand, students for whom the book is designed, are addressed as "he" or "the student". The "he" undoubtedly meant to be impersonal and is not reflective of the sex of the student. (Dickson, et al., New Elementary Typewriting, McGraw-Hill Ryerson, 1963).

- "The computer...performs the complicated operations, calculates the answer and prints it on a card. Then our Miss Olsen files it where it will never be found again." Taking women as a minority group, the statement tends to depict them (or at least one

of them) as a scatterbrained menial within the organization. (p. 93)
(Krysak et al., Math Probe 4, Holt, 1973).

- "Cheer up Mother, no laundry, no ironing and no vacuuming today." (p. 368)
(Deyell, Canada, the New Nation (1800-1900),Gage, 1958).

- Pages 107-8: On these pages the wife's income is taken for granted to be the 'second income'. In fact, in some families it is the first or largest or only income. Stereotyping of familial roles would certainly conflict with the aims of the activist women's groups.

  Page 109: Although the woman pictured is a medical doctor, the caption indicates that she works "in order to supplement the family income."
(Freudeman, The Canadian Consumer, Pitman, 1972).

- If, for the purpose of this study, women are considered to be a political minority, it seems that they are assigned stereotyped roles in this book. The picture on page 13 is a very good example, showing mother in the kitchen, and father doing technical work. There are no illustrations in this book showing women occupying jobs, which makes this book seem rather male-oriented, and conveys the notion that a woman's place is in the home.
(LaMarsh, The Learning Process, Thomas Nelson, 1970).

- A paragraph, here, implies that it is the wife who must make personal sacrifices to the family. This situation is outlined in the book only as an example of how an integrated family must work as a team, but why this as an example of compromise and teamwork?

  This section implies that a newly-married woman must assume new roles essentially of service of a passive nature. Further "her aim is to integrate these roles into her daily life so that they become a natural part of her."
The father's role?: "Providing co-operative companionship - expressing kindness, affection, understanding, sympathy, and conveying to his wife that she is needed, cherished, providing financial security, providing his wife with a satisfying sex life..." (p. 26)

  "Part and parcel of decisions about money is the question as to whether the wife should work outside

or stay home and keep house. For many, extra income is necessary for basic needs, for others it means better living, or more luxuries which may be looked upon as necessities, for example, two cars instead of one..." (p. 22)
This section implies that married women should only work out of economic necessity. Why does it not suggest possibilities for the reverse situation? Positively in its favour is the dominating theme of co-operative decision.
(Erwin, Families, General Publishing, 1967).

Ths section on Bias against Women is also incomplete and represents a partial list only.

APPENDIX 4

Suggestions For Improving the Evaluation Instrument and the Selection of Readers

A newly-devised measuring instrument, once tried and tested, should be revised and improved. Following are several suggestions for improvement.

(a) The term "Political Minorities" should have been defined more narrowly to avoid overlap with other types of bias, notably with that against ethnic groups (Francophones, Indians and others) and women. Reference to this phenomenon was made in other sections of this report (see Bias against Political Minorities).

(b) Several readers could review one text and prepare a common report. They should explain why they thought the text was biased and have their review come under the original terms of reference. Not all readers employed for this report justified their selection of quotes.

(c) A reader, or a team of readers, could summarize a report by using some form of verbal-ordinal scale, such as

1	2	3	4	5
unbiased	slight bias	some bias but not serious enough to cause rewriting	biased; text can be retained if certain sections are rewritten	definitely biased; text should be withdrawn

(d) Readers could be carefully screened and trained. Training can take the form of reviewing some sample-texts known to contain bias. Or readers can be trained to search books for one bias only--against labour unions, for example--and to overlook all other biases. In screening readers, expertise can be stressed to ensure that readers have a knowledge of the subject area they were selected for. The result of training and screening could and should be a greater capacity to detect bias according to the criteria contained in the instrument.

(e) A separate, more detailed list of instructions should be given to readers, especially if untrained readers are employed.

(f) The column "not applicable" should be deleted from the evaluation instrument. Many reviewers could not clearly differentiate between this term and the term "no".

APPENDIX 5

Criteria For Evaluating Textbooks*

Following is a list of 20 criteria which can serve as significant guidelines to educators in the process of selecting textbooks and other curriculum material:

Does this textbook or learning material in both its textual content and illustrations:

1. Evidence on the part of writers, artists, and editors a sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to women or to any minority group?

2. Suggest, by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of Canadian life?

3. Utilize numerous opportunities for full, fair, accurate, and balanced treatment of women and minority groups?

4. Provide abundant recognition for women and minority groups by placing them frequently in positions of leadership and centrality?

5. Depict both male and female adult members of minority groups in situations which exhibit them as fine and worthy models to emulate?

6. Present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships?

7. Make clearly apparent the group representation of individuals--Caucasian, Afro-American, Indian, Chinese, Mexican-American, etc.--and not seek to avoid identification by such means as smudging some color over Caucasian facial features?

8. Give comprehensive, broadly ranging, and well-planned representation to women and minority groups --in art and science, in history and mathematics and literature, and in all other areas of life and culture?

9. Delineate life in contemporary urban environments as well as in rural or suburban environments, so that today's city children can also find significant identification for themselves, their problems and challenges, and their potential for life, liberty, and the pursuit of happiness?

10. Portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images--mutual understanding and respect, full and unqualified acceptance and commitment to ensure equal opportunity for all?

11. Present social group differences in ways that will cause students to look upon the multi-cultural character of our nation as a value which we must esteem and treasure?

12. Assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual?

13. Teach the great lesson that we must accept each other on the basis of individual worth, regardless of sex or race or religion or socioeconomic background?

14. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders?

15. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?

16. Clarify the true historical forces and conditions which in the past have operated to the disadvantage of women and minority groups?

17. Clarify the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups?

18. Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolv-

ing our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans?

19. Seek to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and reponsibilities as citizens in a pluralistic democracy--to demand freedom and justice and equal opportunity for every individual and for every group?

20. Help minority group (as well as majority group) students to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image, pride in their group, knowledge consistent with their experience; in sum, learning material which offers students meaningful and relevant learning worthy of their best efforts and energies.

*From M. Dunfee, "Contributing Ethnic Bias in Instructional Materials: Comment and Bibliography", Association for Supervision and Curriculum Development, 1974.

APPENDIX 5

Criteria Used For Evaluating 1972 Textbook Study on Early Elementary-Level Social Studies Textbooks*

1. Does the content of the textbook--both pictorial and written content--reflect the pluralistic, multi-ethnic nature of our society, both past and present?

2. What are the implicit assumptions of the content, both pictorial and verbal?

3. Are the contributions of the various ethnic groups included?

4. Is the legitimacy of a variety of life styles acknowledged?

5. Does the book tend to raise open questions and present issues?

6. Are the present day problems realistically presented?

7. Is the role of a variety of religious groups in our society, both past and present, included?

8. What seems to be the author's approach to patriotism?

9. To what extent are the standard "myths" presented?

10. What appears to be the criteria for presenting heroes?

11. Are ethnocentric views reinforced or worked against?

12. Does the text take a moral stand on issues?

13. Would the book tend to encourage a positive self image?

14. Are controversial matters dealt with?

15. In dealing with various matters, do the authors commit "sins of omissions"?

16. Are historical events based on the latest historical evidence?

17. Are events consistently glorified?

18. Does the book tend to suggest the importance of going to additional sources for further information?

19. Does the teacher's manual suggest other meaningful activities?

*Robert Trezise, The 1974 Michigan Social Studies Textbook Study, Michigan State Department of Education. Lansing, 1973.

APPENDIX 6

LIST OF TEXTS CONTAINING BIAS

Texts Containing ONE Bias:

Allen, Ordeal by Fire: Canada, 1900-1945, Doubleday, 1961.

Allinson, et al., Space 4: Space Shots, Thomas Nelson, 1973.

Baine, Calgary: an Urban Study, Clarke, Irwin, 1973.

Balawyder, The Winnipeg General Strike, Copp Clark, 1968.

Balins, et al., Man's Economic World, Holt, 1971.

Canada 70 Team, The Challenge of Confrontation, McClelland & Stewart, 1969.

Cook, et al., Imperial Relations in the Age of Laurier, University of Toronto Press, 1969.

Cook, et al., Politics of Discontent, University of Toronto Press, 1967.

Cosgrave, Career Planning, Guidance Centre, 1973.

Cowell, et al., On My Way, McGraw-Hill Ryerson, 1966.

Davis, Reading, Dent, 1972.

Dennis, The Magical Adventures of Pierre, Thomas Nelson, 1974.

Dickson, et al., New Elementary Typewriting, McGraw-Hill Ryerson, 1963.

Earl, Roots of the Present, Pitman, 1964.

Farr, et al., Two Democracies, McGraw-Hill Ryerson, 1963.

Ferris, et al., Civics for Canadians, McGraw-Hill Ryerson, 1966.

Forster, La vie économique, McGraw-Hill Ryerson, 1970.

Granatstein, Canadian Foreign Policy Since 1945: Middle Power or Satellite? Copp Clark, 1969.

Greason, et al., Canadian Democracy at Work, Macmillan, 1971.

Gunn, Industry and Resource Patterns, Gage, 1970.

Hardy, From Sea Unto Sea: the Road to Nationhood 1850-1919, Doubleday, 1960.

Hildebrand, Lands of the Eastern Hemisphere, Holt, 1967.

Innis, Americanization, McGraw-Hill Ryerson, 1972.

Jones, et al., The Crowsnest Pass, Holt, 1971.

Kelsey, et al., Eye to the Future, Dent, 1968.

Krueger, et al., Canada: a New Geography, Holt, 1971.

Krueger, et al., Urban Problems: a Canadian Reader, Holt, 1971.

Lambert, The Twentieth Century, House of Grant, 1960

Langman, Appalachian Kentucky: an Exploited Region, McGraw-Hill Ryerson, 1971.

Lavallée, Granby: a Manufacturing Centre, Holt, 1968.

Lawrence, Action English 2, Gage, 1973.

Linn, et al., Flights Near and Far, Holt, 1970.

Lynn, Business Organization and Management, McGraw-Hill Ryerson, 1966.

MacDonald, Readings in the World of Economics, McGraw-Hill Ryerson, 1973.

McCaffray, Land, Climate and Man, Holt, 1963.

McInnes, et al., Multi 3: a Kid's World, Thomas Nelson, 1972.

McIntosh, et al., Stories Old and New, Copp Clark, 1963.

Magder, The Winnipeg General Strike, Maclean-Hunter Learning Materials Company, 1969.

Matsushita, Housing, McGraw-Hill Ryerson, 1971.

Moore, The World and Man, Copp Clark, 1966.

Page, Imperialism and Canada, 1885-1903, Holt, 1972.

Parmenter, You and Your Career, Guidance Centre, 1967.

Preshing, Business Management in Canada: an Introduction, Wiley, 1974.

Radley-Walters, et al., Canada: Land of Immigrants, Thomas Nelson, 1973.

Rea, The Winnipeg General Strike, Holt, 1973.

Rittenhouse, et al., Wordcraft 2, Dent, 1968.

Robertson, et al., Health, Science and You 2, Holt, 1967.

Rogers, et al., Dimensions of Man, Macmillan, 1972.

Seiveright, Canada and Her Neighbours, Ginn, 1966.

Sheffe, Canadian/Canadien, McGraw-Hill Ryerson, 1971.

Tameanko, House and Home, General Publishing, 1968.

Thomas, Developing Comprehension in Reading 3A, Dent, 1972.

Thorn, et al., Comprehension Strategies 1, Gage, 1972.

Thorn, et al., Flying Free, Gage, 1970.

Tomkins, Canada: a Regional Geography, Gage, 1970.

Tomkins, North America: the Land and the People, Gage, 1973.

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APPENDIX 7

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